

FOCUS

Developing Learning, Life and Interpersonal skills through a new FOrM-teaching CURricula for Secondary students



Erasmus+ Strategic Partnership
2017 - 2019

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CHAPTER 1

“Learning styles and how to make the most of them”

LEARNING STYLES AND HOW TO MAKE THE MOST OF THEM

Theory input

What are Learning styles?

The term “**learning styles**” speaks to the understanding that every student learns differently, i.e. has a preference towards a certain sensorial ability. Technically, an individual’s learning style refers to the preferential way in which the student absorbs, processes, comprehends and retains information. For example, when learning how to build a Lego car, some students understand the process by following verbal instructions or looking on the pictures in the instructions while others have to physically manipulate the blocks themselves. This notion of individualized learning styles has gained widespread recognition in education theory and classroom management strategy but has also gained opposition.

Individual learning styles depend on cognitive, emotional and environmental factors, as well as one’s prior experience. In other words: **everyone’s different**. My belief is that as important as it is for educators to understand the differences in their students’ learning styles it is more important *for students* to understand the differences between learning styles, so that they can adopt best strategies when performing their daily activities or learning for specific exams.

Understanding VARK

One of the most accepted understandings of learning styles is that student learning styles fall into three “categories:” Visual Learners, Auditory Learners and Kinesthetic Learners. These learning styles are found within educational theorist Neil Fleming’s VARK model¹ of Student Learning. VARK is an acronym that refers to the four types of learning styles: Visual, Auditory, Reading/Writing Preference, and Kinesthetic. (The VARK model is also referred to as the VAK model, eliminating Reading/Writing as a category of preferential learning.) The VARK model acknowledges that students have different approaches to how they process information, referred to as “preferred

¹ <http://vark-learn.com/introduction-to-vark/biography/?p=biography>

learning modes.” The main ideas of VARK are outlined in *Learning Styles Again: VARKing up the right tree!* (Fleming & Baume, 2006)

To sum up their characteristics, study the table below:

Auditory Learner	Visual Learner	Tactile-kinesthetic
<p>Remembers what they say and what others say very well.</p> <p>Remembers best through verbal repetition and by saying things aloud.</p> <p>Prefers to discuss ideas they do not immediately understand.</p> <p>Enjoys the opportunities to present dramatically, including the use of music.</p> <p>Finds it difficult to work quietly for long periods of time.</p> <p>Easily distracted by noise, but also easily distracted by silence.</p> <p>Enjoys class and group discussions.</p> <p>Only 30% of the general school-age population is auditory.</p> <p>Generally, the auditory learner will remember 75% of what they hear in a lecture.</p>	<p>The visual learner remembers 75% of what they read or see.</p> <p>Demonstrations from the blackboard, diagrams, graphs and charts are all valuable tools for the visual learner.</p> <p>Generally, analytic visual learners will process the printed word before iconic (pictorial) information.</p> <p>Generally, global <i>visual</i> learners will process iconic (pictorial) information before reading the printed text.</p> <p>Remembers what they read and write.</p> <p>Enjoys visual projects and presentations.</p> <p>Can remember diagrams, charts, maps well.</p>	<p>The tactile-kinesthetic learner must DO things for them to have the best chance of learning.</p> <p>Getting information from written materials or by listening is not as easy as doing.</p> <p>Remembers best through getting physically involved in whatever is being learned.</p> <p>Enjoys making and creating. Enjoys the opportunities to build and physically handle learning materials.</p> <p>Will take notes to keep busy but will not often use them.</p> <p>Enjoys using computers.</p> <p>Has trouble staying still or in one place for a long time.</p> <p>Tends to want to fiddle with small objects while listening or working.</p> <p>Tends to want to eat snacks while studying.</p>

1. Auditory Learner

Learning Strengths

- Remembers what they hear and say.
- Enjoys classroom and small-group discussion.
- Can remember oral instructions well.
- Understands information best when they HEAR it.

Learning Strategies

- Study with a friend so you can talk about the information and HEAR it, too.
- Recite out loud the information you want to remember several times.
- Ask your teacher if you can submit some work (if appropriate) as an oral presentation, or on audio tape.
- Make your own tapes of important points you want to remember and listen to it repeatedly. This is especially useful for learning material for tests.
- When reading, skim through and look at the pictures, chapter titles, and other clues and say out loud what you think this book could be about.
- Make flashcards for various material you want to learn and use them repeatedly, reading them out loud. Use different colours to aid your memory.
- Set a goal for your assignments and verbalise them. Say your goals out loud each time you begin work on that particular assignment.
- Read out loud when possible. You need to HEAR the words as you read them to understand them well.
- When doing maths calculations, use grid paper to help you set your sums out correctly and in their correct columns.
- Use different colours and pictures in your notes, exercise books, etc. This will help you remember them

Activity Suggestions

- Oral report or presentation
- Musical performance
- Teach the class or a group
- Puppet show
- Panel discussion
- TV/radio show
- Debate
- Verbal games
- Tape recordings
- Oral recitation
- Demonstration
- Poems
- Oral presentations
- Raps
- Peer tutoring
- Songs
- Show and tell/current events

2. Visual Learner

Learning Strengths

- Remembers what they read and write.
- Enjoys visual projects and presentations.
- Can remember diagrams, charts, maps well.
- Understands information best when they SEE it.

Learning Strategies

- Write down things that you want to remember. You will remember them better that way.
- Look at the person who is speaking to you; it will help you focus.
- Try to work in a quiet place. Wear earmuffs or earplugs if necessary. Some visual learners do, however, like soft music in the background.
- If you miss something a teacher says or do not understand, ask politely if they could repeat or explain.
- Most visual learners learn best alone.
- When studying, take many notes and write down lots of details.
- When trying to learn material by writing out notes, cover your notes then re-write. re-writing will help you remember better.
- Use colour to highlight main ideas.
- Before starting an assignment, set a goal and write it down. Even post it in front of you. Read it as you do your assignment.
- Before reading a chapter or a book, preview it first by scanning the pictures, headings and so on.
- Try to put your desk away from the door and windows and close to the front of the class.

- Write your own flashcards. Look at them often and write out the main points, then check.
- Where possible, use charts, maps, posters, films, videos, computer software, OHPs both to study from and to present your work (where appropriate).

Activity Suggestions

- | | |
|---------------------------|---------------------------------|
| • Diagrams | • Written reports |
| • Illustrations | • Games |
| • Graphs | • Flash cards |
| • Displays | • Writing |
| • Photographs | • Crossword & word find puzzles |
| • Cartoons | • Newspapers |
| • Coloring books | • Letters |
| • Slide Shows/Power Point | • Recipes |
| • Posters | • Bulletin boards |
| • Movies | • Magazines |
| • Collages | • Workbooks |
| • OHP transparencies | • Reading |
| • TV shows | |

3. The Tactil-Kinesthetic Learner

Learning Strengths

- Remembers what they DO, what they experience with their hands or bodies (movement and touch).
- Enjoys using tools or lessons which involve active/practical participation.
- Can remember how to do things after they've done them once (motor memory).
- Have good motor coordination.

Learning Strategies

- To memorise, pace or walk around while reciting to yourself or using flashcards or notes.
- When reading a short story or chapter in a book, try a whole-to-part approach. This means you should first scan the pictures, then read headings, then read the first and last paragraphs and try to get a feel for the book. You could also try skim-reading the chapter or short story backwards, paragraph-by-paragraph.
- If you need to fidget, try doing so in a way which will not disturb others or endanger yourself or others. Try jiggling your legs or feet, try hand/finger exercises, or handle a koosh ball, tennis ball or something similar.

- You might not study best while at a desk. Try lying on your stomach or back. Try studying while sitting in a comfortable lounge chair or on cushions or a bean bag.
- Studying with music in the background might suit you (baroque music is best - as opposed to heavily rhythm-based music).
- Use coloured construction paper to cover your desk or even decorate your area.
- Try reading through coloured transparencies to help focus your attention. Try a variety of colours to see which colours work best.
- While studying, take frequent breaks, but be sure to settle back down to work quickly. A reasonable schedule would be 15-25 minutes of study, 3-5 minutes of break time.
- When trying to memorise information, try closing your eyes and writing the information in the air or on a surface with your finger. Try to picture the words in your head as you are doing this. Try to hear the words in your head, too.
- Later, when you try to remember this information, close your eyes and try to see it with your mind's eye and to hear it in your head.
- When learning new information, make task cards, flashcards, card games, floor games, etc. This will help you process the information.

Activity Suggestions

- Modelling
- Scrapbooks
- Colouring books
- Artistic creations
- Dioramas
- Needlework
- Posters
- Task cards
- Electroboards
- Blackboard/whiteboard activities
- Sandpaper/felt letters
- Games
- Calculators
- Puzzles
- Collections
- Workbooks
- Surveys
- Demonstrations
- Dance
- Products
- Body games
- Rocking and reading
- Make a video show
- Field trips
- Dress as characters
- Role-play/interviews
- Charades
- Pantomimes
- Plays
- Projects
- Walking and reading
- Puppet shows

- Sculptures/Collages
- Mobiles
- Displays

- Musical performances
- Science labs
- Cut-and-paste tasks

Source: <http://www.whatismylearningstyle.com/auditory-learner.html>

LEARNING STYLES - LESSON PLAN 1

TITLE: LEARNING STYLES: What's my preferred learning style?

MATERIALS: laptop, video projector, PowerPoint presentation, Internet (online-test VARK)

TIME: 40 minutes

KEY WORDS: pre-testing, autonomous learning, self- reflection

LESSON AIMS:

- General aims**
1. To discover the preferred learning styles of each student
 2. To organise the way students learn according to best suited learning strategies

Specific aims

By the end of the lesson the students will be able to

- identify their learning style via online testing
(<http://vark-learn.com/the-vark-questionnaire/the-vark-questionnaire-for-younger-people/>)
- analyse the learning style they use the most (+,-)
- adopt min. 2 new strategies to improve their LS

Stage	Description	Interaction	Timing
ACTIVITY 1	T introduces the topic of the lesson by asking students: What is your Superpower/LS? (Ss provide examples) PPT1 Presents a situation: You are at the theatre/concert hall and suddenly you feel smoke in the air. Would they most likely yell, run or begin to look around? Students are asked to consider which learning styles are presented by these three reactions.	T – C T – Ss S, S,S	5'
ACTIVITY 2	<ol style="list-style-type: none"> 1. Ss are given access to computers/tablets and take the VARK test 2. T monitors the activity and help the Ss if asked 3. Ss check the answers and find their preferred LS 4. T asks the Ss to read outloud some of the interpretations (only the Ss that want) 	Ss T – C	15'
ACTIVITY 3	T introduces concepts related to Learning Styles using a video presentation. https://www.youtube.com/watch?v=3_bQUSFzLI4 (upto 3.30') T elicits ideas and examples from Ss using the video frames	T-C	10'
ACTIVITY 4	<ol style="list-style-type: none"> 1. T gives Ss a template to fill in with details about how they learn and adopt two new strategies 2. Ss fill in the template 3. T checks their answers and asks them to reflect at home on the document they filled in, maybe after they read/watch/listen to some more info about this topic 	T – C S, S, S T – C	10'

LEARNING STYLES - LESSON PLAN 2

TITLE: LEARNING STYLES: Improving my learning strategies Part A

MATERIALS: cut-outs/ handouts, flipchart sheets, pictures, glue, coloured markers

TIME: 40 minutes

KEY WORDS: learning strategies, critical thinking, learning by discovery

LESSON AIMS:

General aims

1. To discover the characteristics of each learning style
2. To work well in a team
3. To select and organise the specific characteristics of each LS in a project
4. To present the project in front of their peers

Specific aims

By the end of the lesson the students will be able to

- identify the characteristics of each learning style from a pile of cut outs
- to select the relevant and important information for their project

Stage	Description	Interaction	Timing
ACTIVITY 1	T introduces the task (PROJECT WORK) by asking students to name what they have learnt about themselves from testing with VARK. (Ss provide examples) T draws on the table the Layout (Ss contribute)	T – C T – Ss S, S,S	5'
ACTIVITY 2	Ss are given instructions on what they need to do next: Ss group according to their preferred learning style (V&R, A,K) Ss assign roles in their team T gives each group a pile of cutouts with characteristics of ALL learning styles, a flipchart sheet, markers, glue and pictures SS need to sort the characteristics ONLY of their group T monitors the activity and help the Ss if asked	T – C Group work	20'
ACTIVITY 3	The team comes in front of the class and the spokesperson/people for each group presents their work T and the other Ss give feedback	S, S, S, T-Ss	15'

LEARNING STYLES - LESSON PLAN 3

TITLE: LEARNING STYLES: Improving my learning strategies Part B

MATERIALS: handouts, pen & paper, video

TIME: 40 minutes

KEY WORDS: learning strategies,

LESSON AIMS:

General aims

1. To revise the characteristics of each learning style
2. To reflect upon the topic and take personal action

Specific aims

By the end of the lesson the students will be able to

- Fill-in the required information about LS using appropriate strategies
- to select the relevant information for themselves and reflect upon it

Stage	Description	Interaction	Timing
ACTIVITY 1	T introduces the task by telling students that they are going to revise&reflect on what they have learnt so far and elicits a few key words that Ss need to explain.	T – C T – Ss	5'
ACTIVITY 2	Ss are given handouts with missing information Ss fill in the missing info T monitors the activity and helps the Ss if asked T checks the answers	S, S,S T – C	20'
ACTIVITY 3	Students reflect on the information and pick 2 personal actions to perform within a 2 week period	S, S,S	5'
ACTIVITY 4	Short Test	S, S, S,	10'

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presents

LEARNING STYLES

or

WHAT'S YOUR SUPERPOWER?

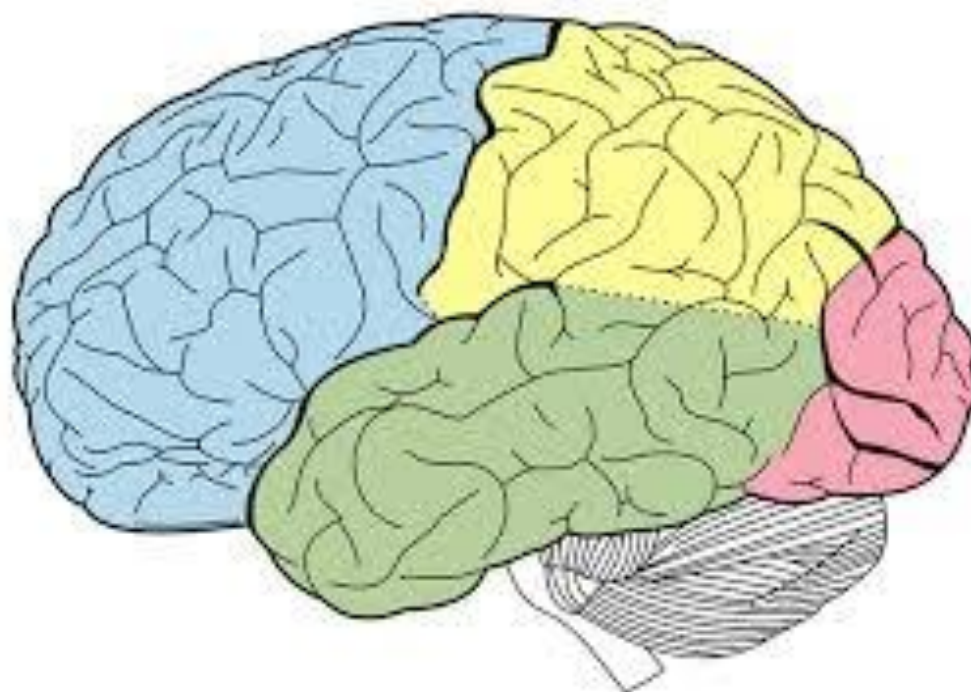


Super Powers You Actually Have (And How to Use Them)

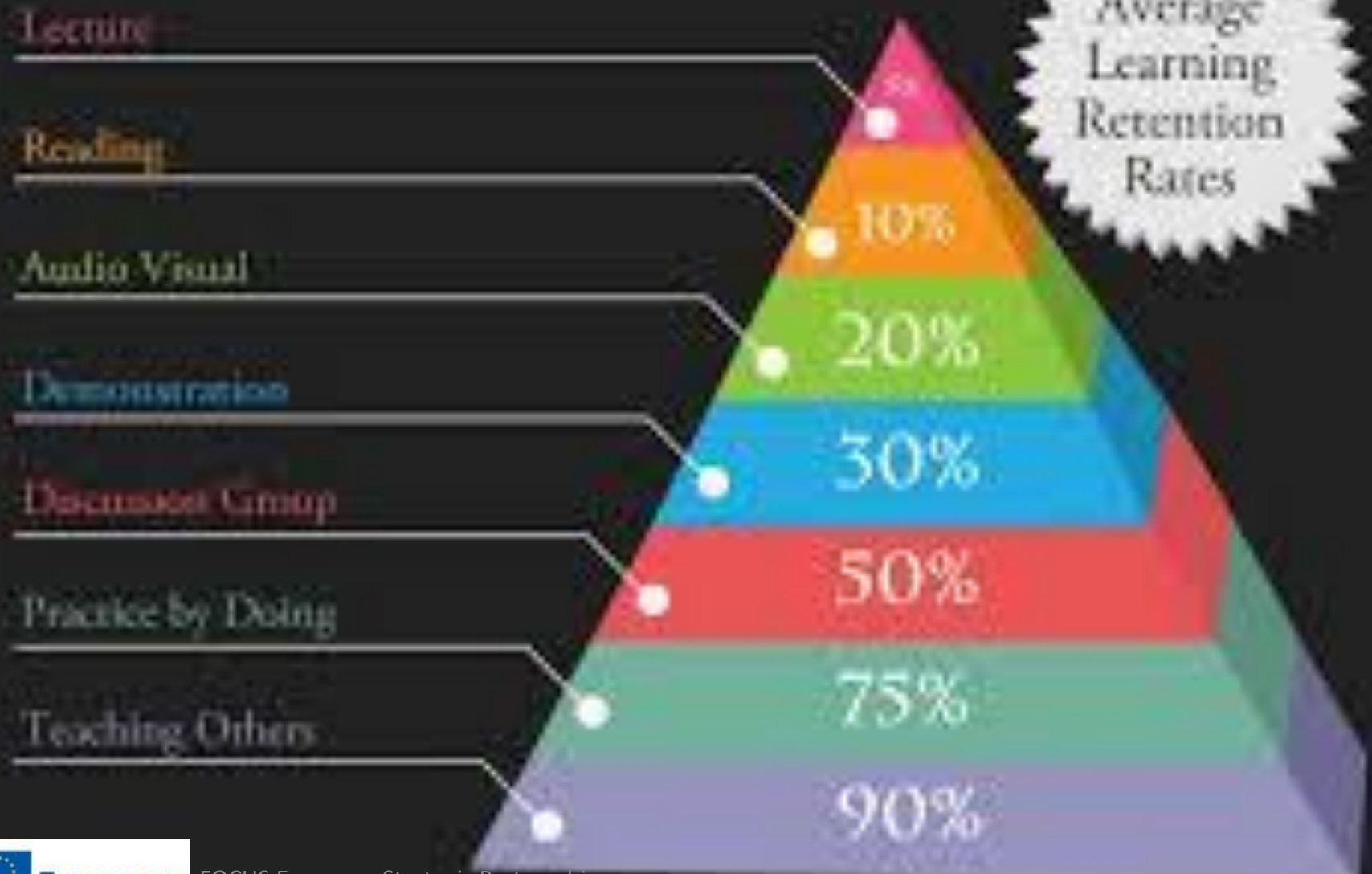








The Cone of Learning





Go online and find out what's your superpower:

<http://vark-learn.com/the-vark-questionnaire/the-vark-questionnaire-for-younger-people/>)

PROJECT WORK: Split the students in 3 groups representing their styles of learning (i.e. Auditory, Visual, Kinesthetic). Give them a large cardboard or a flipchart sheet, markers, wax crayons, glue, and the following cutouts

INSTRUCTIONS: Use all the cutouts for auditory, visual and kinesthetic learning styles to make a „bowl of spaghetti” from which the students in each group will choose only the ones belonging to their specific group and make a poster that they will present in front of their classmates

TIPS: Use sheets of different colours so that when they glue them on the cardboard they will look colourful and not dull. Print out some pictures and quotes that go well with the subject, so that students can feel inspired.

AUDITORY CUTOUTS:

- . Remembers what they say and what others say very well.
- . Remembers best through verbal repetition and by saying things aloud.
- . Prefers to discuss ideas they do not immediately understand.
- . Remembers verbal instructions well.

- Enjoys the opportunities to present dramatically, including the use of music.
- Finds it difficult to work quietly for long periods of time.
- Easily distracted by noise, but also easily distracted by silence.
- Verbally expresses interest and enthusiasm.
- Enjoys class and group discussions.

KINESTETIC CUTOUTS:

- . Remembers what they DO very well.
- . Remembers best through getting physically involved in whatever is being learned.
- . Enjoys acting out a situation relevant to the study topic.
- . Enjoys making and creating.
- . Enjoys the opportunities to build and physically handle learning materials.
- . Will take notes to keep busy but will not often use them.
- . Enjoys using computers.

- . Physically expresses interest and enthusiasm by getting active and excited.
- . Has trouble staying still or in one place for a long time.
- . Enjoys hands-on activities.
- . Tends to want to fiddle with small objects while listening or working.
- . Tends to want to eat snacks while studying.

VISUAL CUTOUTS:

- .Prefers to see words written down
- . When something is being described, also prefers to have a picture to view.
- . Enjoys art activities.
- . Prefers a time-line or some other similar diagram to remember historical events.
- . Prefers written instructions rather than verbal instructions.
- . Observes all the physical elements in a classroom.
- . Carefully organizes their learning materials.
- . Enjoys decorating their learning areas.

- Prefers photographs and illustrations with printed content.
- Remembers and understands through the use of diagrams, charts and maps.
- Appreciates presentations using PPTs or handouts.
- Studies materials by reading notes and organizing in outline form

Name _____

Learning Styles - Lesson 1

Template: MY SUPERPOWERS

1. After doing the VARK quiz, please fill in the template:

Your scores were:

- Visual ___
- Aural ___
- Read/Write ___
- Kinesthetic ___

You have a _____ learning preference.

2. Write 2 new strategies you would like to adopt in order to improve your superpower (for intake information, study or output):

Learning styles

Handout Lesson 3 – Revision

TASK 1 – Some of the words in the text below have been removed. You may find them in the box. Fill in the gaps with the suitable word from the box:

reading	clean	listening	hands	
watch	see	attention	physical	
sight	still	coordinated	head	difficulty
	visual	talk	sounds	
pat	breaks	athletic	spoken	
build	imagery	apart		



Visual

If you are a visual learner, you learn by _____ or seeing pictures. You understand and remember things by _____. You can picture what you are learning in your _____, and you learn best by using methods that are primarily _____. You like to _____ what you are learning.

As a visual learner, you are usually neat and _____. You often close your eyes to visualize or remember something, and you will find something to _____ if you become bored. You may have difficulty with _____ directions and may be easily distracted by sounds. You are attracted to color and to spoken language (like stories) that is rich in _____.

Auditory

If you are an auditory learner, you learn by hearing and _____. You understand and remember things you have heard. You store information by the way it _____, and you have an easier time understanding spoken instructions than _____ ones. You often learn by reading out loud because you have to hear it or speak it in order to know it.

As an auditory learner, you probably hum or _____ to yourself or others if you become bored. People may think you are not paying _____, even though you may be hearing and understanding everything being said.

Tactile/Kinesthetic

If you are a tactile learner, you learn by touching and _____. You understand and remember things through _____ movement. You are a "hands-on" learner who prefers to touch, move, _____, or draw what you learn, and you tend to learn better when some type of physical activity is involved. You need to be active and take frequent _____, you often speak with your _____ and with gestures, and you may have difficulty sitting _____.

As a tactile learner, you like to take things _____ and put things together, and you tend to find reasons to tinker or move around when you become bored. You may be very well _____ and have good _____ ability. You can easily remember things that were done but may have _____ remembering what you saw or heard in the process. You often communicate by touching, and you appreciate physically expressed forms of encouragement, such as a _____ on the back.

TASK 2 – For the past 3 lesson you studied Learning Styles, their strenghts, how to approach them and what strategies to use in order to maximise your preferred learning style.

In the table below write 2 new strategies that you plan to use over the next 2 weeks in order to improve your learning:

1.	
2.	

Name _____

Final Test

1. What does VAK stand for?

V= _____ learner

A= _____ learner

K= _____ learner

2. An _____ learner enjoys small-group discussion.

3. An _____ learner enjoys doing practical activities.

4. An _____ learner enjoys studying maps, diagrams, charts.

5. Cross the odd word out:

Auditory learner: CD recordings oral recitation diagrams songs

Visual learner: dance flash cards writing crosswords

Kinestheic learner: Field trips lecture pantomimes dance

CHAPTER 2

“Bullying and Teamwork”

Lesson plan 1

Subject: School bullying in close up

Aims:

- to name different kinds of bullying
- to inform about the scale of bullying
- to make students realize the consequences of bullying

Activity 1

A group of students act out a drama in which some of them bully another student. The scene presents different kinds of harassment. (e.g. beating, spitting, destroying someone's possessions, kicking, calling names, mockery, cyberbullying, exclusion from the group, hostile gestures).

The teacher refers to the drama asking some questions. The main aim of this activity is to name different kinds of bullying. The answers are written on the board in categories.

Teacher's notes:

- What different kinds of aggression did you notice?
- In what categories can we divide them?
- Can you think of other examples of bullying for each of the categories.

physical violence: beating, kicking, spitting, pushing, taking money from someone, taking or destroying someone's possessions. Physical violence is also when we push somebody to be aggressive or bully others

verbal violence: calling names, mockery, gossiping, blackmailing, threatening, insulting

cyberbullying: sending rude messages, threatening someone using different communication channels, filming someone and sharing it online, online fights with angry language, pretending to be someone else and as that person sending messages

relational aggression: exclusion from the group, isolation, ignoring

others: hostile gestures, making faces etc.

Activity 2

The teacher points out that among others, cyberbullying is a rather new way of bullying. It started when the internet became a common tool of communication and it is still expanding. At the moment there are at least nine different types of cyberbullying. Then the teacher introduces the next task concerning different types of cyberbullying. The students work in groups of three. They match the names to the definitions. After they have finished the teacher gets feedback and asks a concluding question:

- Why do you think people are often cyberbullied?

Teacher's notes:

FLAMING	Online fights using electronic messages with angry and vulgar language
HARASSMENT	Repeatedly sending offensive, rude and insulting messages using electronic communication channels
IMPERSONATION	Breaking into someone's account, posing as that person and sending messages to make the person look bad, get that person in trouble or danger, or damage that person's reputation or friendships
OUTING	Sharing someone's secrets or embarrassing information online.
CYBERSTALKING	Repeatedly sending messages that include threats that make a person afraid for his or her safety.
HAPPY SLAPPING	The activity of attacking someone and filming the attack then sharing it online
DENIGRATION	Treating somebody as if they are worth nothing, putting humiliating or degrading information about somebody online
EXCLUSION	Intentionally excluding someone from an online group, like a "buddy list" or a game.
TECHNICAL AGGRESSION	Acting against the victim's computer or other equipment

Activity 3

Students complete a quiz to check their knowledge about school bullying in Poland.

Teacher's notes:

This task can be preceded by a short talk about students' experiences or opinions on bullying. The teacher can encourage students asking them questions e.g.

- Do you think bullying is a serious problem in Poland/your school?
- Have you ever experienced bullying? What kind?

Activity 4

A group of students act out a drama once again. The rest of the students are given paper hearts. While watching the drama they are supposed to tear out one piece of the heart each time they see the act of bullying. After that they try to put it back together like a puzzle.

While doing the activity students should realize that it is very difficult to repair a "broken heart" and even if it is possible the scars stay.

Lesson plan 2

Subject: Bullying. Your thing.

Aims:

- to make the students aware of the behaviour, emotions and feelings that define the bully and his/her victim
- to make the students aware of the role of the witness of bullying and to work out possible ways of reaction
- to encourage reflections on student's own behaviour

Activity 1

The teacher asks students to characterise a bully - his personality, emotions, behaviour. The students write the key words on the sticky notes then they read them aloud and stick the notes on their chests. The teacher ask them a question:

- How does it feel like to be stronger, more powerful?

Activity 2

The teacher plays a part of a youtube video:

<https://www.youtube.com/watch?v=PcTIPaMkRDY>

While watching it the students are supposed to concentrate on the emotions and behaviour of the victim of bullying. After the presentation of the video the students write their comments on sticky notes and stick them on the back of their colleagues. After that they answer the teacher's question:

- How do you feel when someone harms you?

Activity 3

Comparing feelings of a bully and his victim. A class discussion.

Activity 4

The students discuss the behaviour of the witnesses of bullying. They try to characterize it.

Teacher's notes:

The teacher refers to the video and puts attention to the fact that the witnesses had their mouths glued with a tape. It symbolizes silence, helplessness, lack of reaction, agreement to such behaviour. The witnesses don't react as they often think it's not their business. The witness can play different roles. He/She can be a hero, an executioner, a

victim, a coward, a bully. In the act of violence the roles can change and the boundary between the witness and the bully is very fluid.

Activity 5

Students work in groups and discuss questions:

- Should we react when we witness the act of bullying? What factors make it easier or more difficult to react when we witness bullying?

The teacher gets feedback. After that students do a "What kind of witness are you?" quiz.

Finally, the teacher plays the ending of the video and concludes that we should react to bullying.

Activity 6

The students are divided into groups of three and invent slogans that encourage reacting to the acts of bullying. They write them on the paper and stick to the board.

Lesson plan 3

Subject: Teamwork as an essential component of most activities in modern world

Aims:

- Streamlining teamwork,
- Improving communication skills,
- Providing support atmosphere and mutual trust in the team,
- Highlighting the role of the individual's contribution to the team's performance,
- Strengthening students' awareness of having sense of common goal through working in small groups.

Introduction

The teacher tells students that they will be talking about a core value, which is an essential component in most activities in the contemporary world.

During the introduction stage, the teacher doesn't say about 'teamwork' directly, but wants the students to guess the skill, after completing Activity 1.

Activity 1 (WORDS)

Teacher displays a list of 30 words. Students have to memorize as many words as they can within one minute. Then, they have to write down the memorized ones. Later, the students are divided into groups. Each of them receives another list of words that must be remembered within the same period of time. At the end of the exercise, the teacher compares the number of words memorized individually and in a group with the students.

Teacher's comment: The exercise shows that group work results in a better efficiency. Students discuss what made them remember more words.

Activity 2 (GROUP JUGGLING)

The students make a circle. They get a ball that they must throw to each other. The ball has to circle round the players, according to the same order (they have to memorize the sequence as they always throw the ball to the same person). After a while, the teacher adds the second ball, then another and another.

Teacher's comment: The exercise illustrates that cooperation matters, which is another element of a successful teamwork.

Activity 3 (THE BLIND)

The teacher divides the students into groups. Some of them put the blindfold on. Each group's task is to arrange a particular shape e.g. a triangle, or a heart, with the use of a string. After completing the exercise, the teacher asks the blindfolded students some questions:

- How did you feel during the exercise?
- Who helped you to create the correct shape?
- What bothered you to finish the task correctly?
- What kind of an experience was it for you?

Teacher's comment: The exercise is a perfect example of an effective, or non-effective communication. The pupils are able to arrange the appropriate shape thanks to the relevant messages from their friends. The teacher once again highlights the vital role of an ability to work in a team).

Activity 4

Teacher shows the students different job adverts, in which ability to work in a team is emphasized. The teacher and the students explain why teamwork is such an important skill nowadays.

Teacher's notes:

the adverts can be found in the presentation:

http://prezi.com/-c011xxh3wt/?utm_campaign=share&utm_medium=copy&rc=ex0share

Activity 5

The students complete an online quiz:

Are you a team player? <http://www.testq.com/career/quizzes/207-are-you-a-team-player>

Students discuss the results.

Bullying

CHECK YOUR KNOWLEDGE

What percentage of Polish students experience any form of harassment (systematic and continued unwanted and annoying actions)?

10%

What kind of aggressive behavior do Polish students experience most often?

- A. physical violence
- B. verbal violence
- C. cyberbullying
- D. relational aggression (harm is caused by damaging someone's relationships e.g. exclusion from the group)

B. verbal violence

What percentage of Polish students have experienced verbal violence at least once?

63%

What percentage of Polish students experience cyberbullying?

25%

Who experience cyberbullying more often: boys or girls?

girls

Who experience physical violence more often: primary school students or lower secondary school students?

primary school
students

In which of the countries below the number
of students being harassed is the lowest?

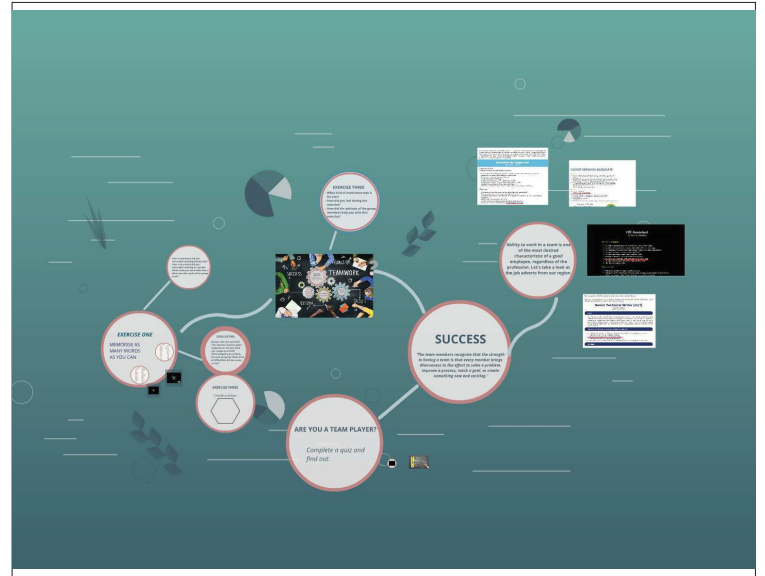
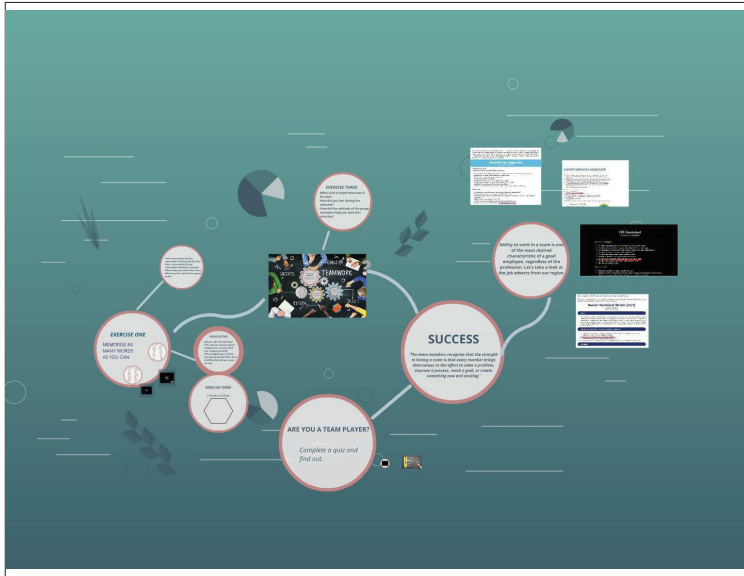
POLAND / GREECE / ROMANIA / DENMARK
/ NORWAY / UKRAINE

Denmark

Source:

INSTYTUT BADAŃ EDUKACYJNYCH

[HTTP://WWW.IBE.EDU.PL/PL/KONTAKT/381-PRZEMOC-W-POLSKIEJ-SZKOLE-JAK-NAPRAWDE-WYGLADA](http://www.ibe.edu.pl/pl/kontakt/381-przemoc-w-polskiej-szkole-jak-naprawde-wyglada)



EXERCISE ONE

MEMORISE AS MANY WORDS AS YOU CAN

SET 1

- lose
- piano
- beautiful
- book
- orange
- fairytale
- brother
- belt
- media
- yellow
- T-shirt
- sound
- car
- table
- barbecue

SET 2

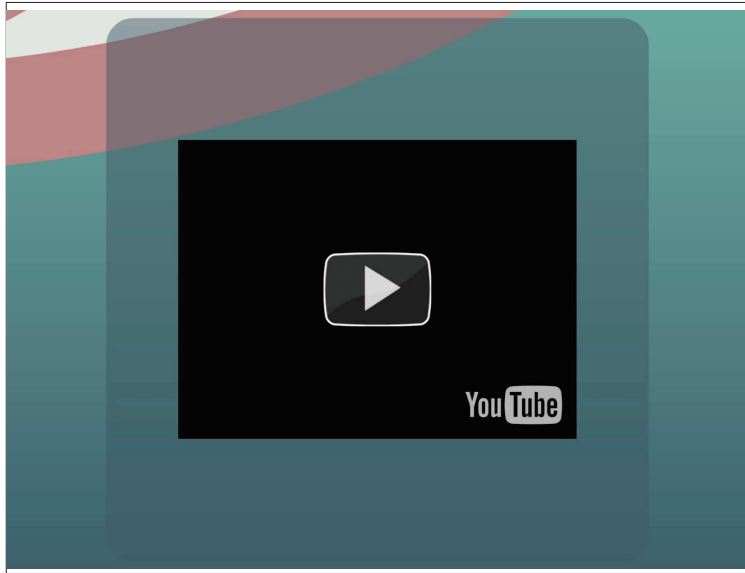
- sport
- computer
- interesting
- factory
- love
- shop
- journalist
- elephant
- instrument
- blog
- album
- pink
- document
- hungry
- dad
- food

SET 1

- lose
- piano
- beautiful
- book
- orange
- fairytale
- brother
- belt
- media
- yellow
- T-shirt
- sound
- car
- table
- barbecue
- violin
- stranger
- cheese
- experience
- celebrity
- red
- exciting
- bangle
- mouth
- plate
- son
- ring
- fancy
- child
- dog

SET 2

- seat belt
- drive
- cup
- smart
- original
- yoghurt
- safe
- fridge
- kitchen
- table
- expedition
- soldier
- mirror
- blue
- sport
- computer
- interesting
- factory
- love
- shop
- journalist
- elephant
- instrument
- blog
- album
- pink
- document
- hungry
- dad
- food



- How many words did you remember working individually?
- How many words did you remember working in a group?
- What made you remember more?
- What was the result of the group work?



Why Team Building Is The Most Important Investment You'll Make



INCREASED EFFICIENCY

'The team understands the goals and is committed to attaining them. This clear direction and agreement on mission and purpose is essential for effective teamwork.'

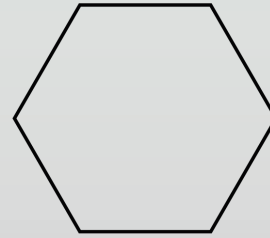
- ### **EXERCISE TWO**
- Did you like this exercise?
 - This exercise requires good cooperation. Do you think you cooperated well?
 - What helped you to finish the task properly? What kind of difficulties did you come across?

COOPERATION

'The team creates an environment in which people are comfortable taking reasonable risks in communicating, advocating positions, and taking action.'

EXERCISE THREE

Create a shape:



EXERCISE THREE

- What kind of experience was it for you?
- How did you feel during the exercise?
- How did the attitude of the group members help you with this exercise?

ENHANCED COMMUNICATION

'People feel free to express their thoughts, opinions, and potential solutions to problems. People feel as if they are heard out and listened to by team members who are attempting to understand.'

SUPPORT AND SENSE OF BELONGING

'Members of the team make high quality decisions together and have the support and commitment of the group to carry out the decisions made.'

SUCCESS

'The team members recognize that the strength in having a team is that every member brings diverseness to the effort to solve a problem, improve a process, reach a goal, or create something new and exciting.'

Ability to work in a team is one of the most desired characteristic of a good employee, regardless of the profession. Let's take a look at the job adverts from our region.

The Head
Due to our

Aero Gearbox International Poland Sp z o.o. - producent układów przeniesienia napędu (ADT) dla silników lotniczych przeznaczonych dla samolotów cywilnych Rolls-Royce. Jednym z pierwszych produktów Aero Gearbox International jest przekładnia mocy przeznaczona dla silnika Trent 7000. Założycielami i współdziaławcami Aero Gearbox International są firmy Rolls-Royce i Safran Transmission Systems. Stawiamy na rozwój, nowoczesność i innowacyjność.

Specjalista ds. księgowości

Miejsce pracy: Ropczyce

Zakres obowiązków:

Prowadzenie bieżącej księgowości Spółki obejmującej:

- Kontrolę dokumentów księgowych zgodnie z zasadami rachunkowości i przepisami podatkowymi
- Uzgadnianie kont rozrachunkowych oraz kont bankowych
- Rozliczanie kosztów pracowniczych i delegacji
- Wystawianie faktur sprzedażowych
- Przygotowywanie deklaracji VAT i kalkulacji podatku CIT
- Przygotowywanie danych do sprawozdań finansowych, GUS i NBP
- Uczestnictwo w procesie zamknięcia ksiąg rachunkowych
- Współpraca z Centralą Grupy w ramach projektów realizowanych na poziomie Grupy

Wymagania:

- Wykształcenie średnie lub wyższe (preferowane: Finanse lub Rachunkowość)
- Doświadczenie w pracy na podobnym stanowisku (min. 2 lata)
- Praktyczna wiedza z zakresu rachunkowości (w szczególności znajomość MSR i MSSF oraz przepisów podatkowych)
- Bardzo dobra znajomość pakietu MS Office
- Wysoko rozwinięte umiejętności analityczne i dobra organizacja pracy
- Inicjatywa w działaniu, zaangażowanie i umiejętność pracy w zespole

CLIENT SERVICES ASSOCIATE

You will

- Cooperate in English with North American customers via phone and email on a daily basis. It's important to us that team members cooperate and support each other, providing back-up as necessary.
- Be responsible for our long-standing customers in North America. You will answer their questions, manage their purchase orders and ensure satisfaction with our service. The relationship we have with our customers is crucial and you will have an influence on what it is like.
- Cooperate with internal departments of International Paper and you will get to know logistics processes such as demand, production, and planning transportation. You will also learn about pricing, sales and marketing-related processes in order to more successfully manage your customer accounts.
- Have the opportunity to utilize your analytical skills.

You are

- action and detail oriented
- eager to work in a team environment
- open, quick learner
- confident in making your own decisions and take responsibility for your actions
- able to multitask and process high volumes of data accurately and efficiently
- good at analytics
- fluent in spoken and written English
- well organized
- able to work full-time on afternoon and evening hours, from Monday through Friday (2pm – 11pm)

Please submit your CV in English.

Please place in your CV the following clause:

HR Assistant

Workplace: Rzeszów

Who we're looking for

- Student or University degree in Human Resources or related areas;
- Experience in recruitment processes, internship in HR is an advantage;
- Self-motivated with a result-oriented approach to daily tasks and responsibilities;
- Very good written and spoken English and Polish;
- Very good time management and prioritization skills;
- Ability to multi-task and work under the time pressure;
- Very good communication skills and ability to work in a team;
- Very good knowledge of MS Office, especially MS Excel;
- High level of analytical skills.

Your future role

- Taking responsibility for supporting HR processes;
- Taking care of the recruitment process (CVs pre-screening, inviting for tests, job interviews, sharing recruitment feedback with candidates, contact with candidates).

The Headquarter of DHC Business Solutions is located in Saarbruecken/Germany.

Due to our sustainable growth we are looking for experienced and dedicated software professionals to join our team in our subsidiary in Rzeszów and share our success.

Senior Technical Writer (m/f)

Location: Rzeszów
Region: podkarpackie

Scope

As a Technical Writer, you will have the opportunity to work on the challenging task of creating software and technical documentation for regulated environments. You will have to write user requirements specifications and functional specifications based on user stories. You will join a professional, international team using an agile development process in which you can have a deep impact on team performance. Our modern offices are situated in the Aeropolis incubator, close to Jasionka Airport.

The required skills to be successful in this role include:

- professional know-how of software or technical documentation in a regulated environment
- professional experience in a software company
- ability to work independently as well as in a team
- professional behavior in a self-confident manner
- good command of (technical) English, knowledge of the German language is an advantage

We offer:



ARE YOU A TEAM PLAYER?

*Complete a quiz and
find out.*



What kind of witness are you?

Being bullied or witnessing bullying is upsetting, and standing up to bullying can feel impossible. It may sound hard, but there are many ways you can help stop bullying. Take the quiz to find out how!

A classmate posted a video of themselves singing online and people are leaving mean comments on it. Do you do something about it?

Yes No

By speaking up and letting others know it is not cool to make fun of people you can make a real difference. Try posting the Witness Emoji to show you don't like the mean comments. Sending a positive note to your classmate to let them know they are not alone can also go a long way.

While you're playing a video game, everyone starts ganging up on one player, calling them horrible names and threatening them over live chat. Do you take action?

Yes No

By taking action, you're showing that what they're doing isn't OK. It's important to help the person who's being bullied, even if you do it anonymously. If anyone writes anything threatening, you should definitely report them to a site admin, tell an adult, or even tell the police. Safety comes first. You can also post the Witness Emoji in the chat field to make it clear that bullying isn't cool.

A classmate starts a rumor about someone at school, and your friends start talking about it in a group message. Do you take action?

Yes No

By shutting down rumors, you can really help that person out. Ask your friends how they would feel if people were spreading rumors about them; maybe some of them have experienced mean rumors. It can help to remind people to be empathetic based on their previous experiences. If that feels too involved, or too awkward, post a sticker telling them to cut it out.

Someone takes another person's profile picture and turns it into a hurtful meme. It becomes the number-one joke at school, spreading like wildfire. Do you take action?

Yes No

You can report the photo to a site admin, ask an authority figure for help, and--most importantly--tell your friends not to join in on the bullying, as in not to share the meme with anyone else. It's easier to stop bullying when you've got a team.

Sources

<http://iwitnessbullying.org/quiz>

CHAPTER 3

“The Learning Process: Learn-Revise- Learn Again”

Learning process: learn – revise – learn again

Although many of us have a general sense of what it means to learn, there are often many assumptions involved. Teachers often assume that, just because they are “teaching,” students must be learning. Students assume that, because they have read a text and memorized facts, they have learned something. Several recent studies have shown that many students have neither good general knowledge nor the necessary reasoning skills in today’s society. The results of these studies, and many others, strongly suggest that our current instructional practices are not working and that many students are not learning, or retaining what they learn.

The goal of these lessons is to acquire knowledge through the active involvement of our students. In order to achieve this during the **learning process**, we apply the principles of **constructivism** and try to recall the existing knowledge of the children, which lead them to new concepts. This is accomplished in a variety of ways that motivate the students and promote self-interest. In particular, the presentation of the notion of symbolism in poetry will build on the existing knowledge of children in Greek mythology. Occasioned by Ithaca, we present the homonymous poem of Constantine Cavafy and begin to acquire new information. (**LEARN**) Children discover the suggestive use of the terms, assimilate the function of the symbols and are called upon to attribute the new knowledge in an artistic manner. (**REVISE**) The whole process ends with a brief presentation of the new concepts in the form of a test, which students have to deal with, in order to check the effectiveness of the process. (**LEARN AGAIN**) The purpose of the activity above, besides theoretical knowledge, is the deeper understanding of the text, which broadens the students’ horizons and becomes a guide for their lives.

“Ithaca of C. P. Cavafy. Which is your own Ithaca?”: a multilevel approach to the project with the ultimate goal of aesthetic enjoyment and the recapture of personal experiences

General Purpose

The general aim, along with the aesthetic pleasure, is to get the students to empathize, after they have understood the poetic writing, the role of the artist's personal experiences, the value of the journey to Ithaca, reflecting on their own goals, their own Ithaca. By embracing the role of artistic creation, we will achieve the expression of these emotions.

Specific Objectives in the subject area and in the learning process

- The student’s enjoyment of the poem with alternative approaches
- Have the students come in contact with Cavafy's journey through their own experience.
- Decoding the word Ithaca at the stage of the initial cause.

- Desymbolising mythological references in Cavafy's poetry
- To relate the poem with forms of art (music, drama, recitation, painting)
- To justify the advisory nature of the project with references to grammatical elements.
- To exercise cooperative learning in groups through a guided, exploring, interpretive and experiential method.
- To cultivate skills such as the use of ICT, art, verbal communication and criticism.

Estimated duration

The following teaching procedure has been designed to last approximately 2:15 hours (3 teaching hours)

Analytical presentation of the teaching approaches

1st PHASE

- **Team building**

It is viable that teachers and students get to know each other better to form a rather effective and enjoyable team. Time to play!

Two balls toss

We have the class stand in a circle, and begin by introducing just 1 tennis ball to the group. We tell the class that the goal of this game is to pass this ball to each person of the group. The way to do this is to first make eye contact with someone else, say your name, then gently throw the ball to that person. As the game proceeds, the rules start to change. Now, instead of saying your name, you say the name of the person throwing the ball to, without forgetting making eye contact first. We begin the first round, and make sure that all students have participated at least once. After you have successfully completed a full round, add another ball to the game. It's an interesting way to get to know each other's names, as well as activate our body, voices and stay focused.

Zip - Zap

Have the class stand in a circle comfortably. The first player claps his hands to the left or to the right, followed by the non-sense words "Zip" and "Zap" accordingly. In each case, the next player on the left or on the right, may continue with a similar combination. If a player makes the wrong movement or sound, he/she quits the game, without however leaving the circle, in order to increase difficulty. The game has come to an end when only 3 "infallible" players have been left. Through this teambuilding process, the students are challenged to work on focus and quick decision making.

- **Checking out background knowledge - Brainstorming**

We sit all together in a circle, and dispense the following worksheet to the students, which contains a simple matching exercise. Five minutes later, we discuss the correct answers, which lead us to the ancient Greek poems of Odyssey and Iliad, the war of Troy and the adventurous journey of Ulysses. At the same time, we present a map of the Mediterranean Sea, which depicts the route Odysseus followed on his way to Ithaca. Using the brainstorming technique, we familiarize the students with the topic.

PRETEST - WORKSHEET

A	B
1. Homer wrote	a) Troy
2. Iliad's main hero was	b) Zeus
3. The Greeks after ten years conquered	c) epic tales
4. The Trojan horse was a conception of	d) his homeland
5. The head God was	e) Ulysses (Odysseus)
6. Ulysses, after the Trojan war, desired to return to	f) Achilles
7. The God who disliked Ulysses was	g) Laestrygonians and Cyclops
8. Ulysses' partners suffered from the	h) Ithaca
9. The destination of Ulysses' journey was	i) Poseidon

2nd PHASE: We focus on the concept of ITHACA.

- **Discovering the poem**

Occasioned by Odyssey's journey, we present the main focus of our study, "Ithaca" by C.P. Cavafy, a brief biography of the poet, as well as his background, such as the place and the era he lived, his inspirations etc. Now we are ready to begin reading the poem, as translated in English.

1. As you set out for **Ithaca**
2. hope that your journey is a long one,
3. full of adventure, full of discovery.
4. Laistrygonians and Cyclops,
5. angry Poseidon - do not be afraid of them:
6. you'll never find things like that on your way
7. as long as you keep your thoughts raised high,
8. as long as a rare sensation
9. touches your spirit and your body.
10. Laistrygonians and Cyclops,
11. wild Poseidon - you won't encounter them
12. unless you bring them along inside your soul,

13. unless your soul sets them up in front of you.
14. Hope that your journey is a long one.
15. May there be many summer mornings when,
16. with what pleasure, what joy,
17. you come into harbors seen for the first time;
18. may you stop at Phoenician trading stations
19. to buy fine things,
20. mother of pearl and coral, amber and ebony,
21. sensual perfume of every kind –
22. as many sensual perfumes as you can;
23. and may you visit many Egyptian cities
24. to learn and learn again from those who know.
25. Keep **Ithaca** always in your mind.
26. Arriving there is what you're destined for.
27. But do not hurry the journey at all.
28. Better if it lasts for years,
29. so that you're old by the time you reach the island,
30. wealthy with all you have gained on the way,
31. not expecting Ithaca to make you rich.
32. **Ithaca** gave you the marvellous journey.
33. Without her you would not have set out.
34. She has nothing left to give you now.
35. And if you find her poor, **Ithaca** won't have fooled you.
36. Wise as you will have become, so full of experience,
37. you will have understood by then what these **Ithacas** mean.

Each student reads a row of the poem at a time. We make sure that each student reads at least three times. Before we start reading, we advise the students of how to intone, which implies: reading slowly, clearly, almost a syllable at a time, emphasizing on the vowels and intonation. This unique style of reading gives us the opportunity to unveil the rhythm and music behind the words, and realize that our voice and punctuation has a significant impact on our deeper understanding of the text.

We ask the students to observe how many times the word Ithaca is referenced within the poem.

- **Splitting in groups**

We divide the students into 3 teams, with 5 students each: The “Musicians”, “Painters” and “Actors”. The splitting process is carried away randomly, by using multiple colored paper.

This is the end of the first hour

- **Waking up our body**

We walk freely around the room, constantly changing direction and pace. We do not talk, and look at each other in the eye as we meet. With the first tambour hit, we stop, with the next one, we continue our move. We walk by trying to cover the empty spaces in the room. We strive, as far as possible, to maintain equal distances from our fellow players. We get a sense of space and others around us. Rhythm becomes more intense, pauses are dynamic. During the pauses the motion works within our body, giving us energy to continue. We discover the echo of motion, the energy that dissipates before it collapses. We feel the contact with the ground, and each step starts with exhalation. Our movement is gentle, the balance of the body is strengthened. We have already activated our "theatrical" body.

Holding the text in our hands, we start moving into the room, whispering it. We continue to whisper it even when Sean Connery's recollection begins accompanied by the music composed by Vangelis Papathanassiou. The volume of our voice can increase or decrease each time, according to the instructor's guidance. Through this process we assimilate the text in order to be able to naturally and easily combine movement and voice.

- **Working in groups and presenting our work.**

Each of the 3 teams is given a worksheet and is called to answer the questions and make a small presentation within 15 minutes. Throughout these presentations, each group will explain their work, in order to familiarize every student with the context of the poem.

WORKSHEETS

A. The musicians

Verses 1-13

- 1) Which grammatical person does the poet use? Justify his choice.
- 2) What may the poet mean by referring to mythical creatures? (Laistrygonians, Cyclops, Poseidon)
- 3) Choose an appropriate instrumental music theme for the verses 1-13 and note which words or phrases inspired you.

B. The painters

Verses 14-24

- 1) Which grammatical person does the poet use? Justify his choice.
- 2) What does the poet imply by the phrases "harbors seen for the first time" and "fine things... every kind"?
- 3) Draw or paint an image to express the emotions recalled to you by the verses 14-24.

C. The actors

Verses 25-31

- 1) Which grammatical person does the poet use? Justify his choice.
- 2) What does the poet may mean by the word “journey”?
- 3) Improvise, based on the given verses, and make sure to emphasize the concept of “journey” and its duration.

Teachers collaborate with the students, in order to guide them to discover the deeper meaning of the poem:

“In Ithaca, based on the myth of Odyssey, the poet talks about the journey of life, which we all make, and in its beginning we have dreams and hopes in ourselves, but soon we are faced with adventures, failures and disappointments. The mind must listen to these conditions and defeat its fears of having a leisurely journey. In our path we must seek to visit new places, meet new people and situations, because all these experiences will be of great value in the future.

Ithaca, however, is not only a destination, but a goal. And although the result may not leave us satisfied, we should not be disappointed, as the goal has been achieved, but also because the next one comes to a goal, a new Ithaca invites us to explore it! The poem is advisory and written in the second person, addressed directly to the reader-traveler. It is also symbolic: Ithaca, besides the destination of life, symbolizes the greatest goal that one puts. Lasestigenes, Cyclops and Neptune symbolize the obstacles that he encounters on the road and his personal struggle. The “primitive ports” symbolize everything new and beneficial (people-places-experiences), “good things” refer to the excellent spiritual and physical goods that must be conquered, and Egypt represents knowledge.”

This is the end of the second hour

- **Returning to groups**

The groups prepare a common worksheet for approximately 10 minutes.

COMMON WORKSHEET (for all 3 groups)

Verses: 32-37

- 1) In the last six verses of the poem, the poet uses the word “Ithaca” in the plural form. Justify his choice.
- 2) What is “Ithaca” for you? Write at least two verses to express yourself and incorporate your answer to the question.

- **Performing**

The students are called one by one to form a ship's figure with their bodies and then stay still, composing a frozen image. When the music enters the bodies start to move slightly to imitate the ship's sailing. Then each group recites the lyrics it composed. As the music fades, the students "freeze" again.

3rd PHASE: Assessment procedure: impressions, comments and suggestions

In order to check the acquired knowledge, we dispense the following worksheet to the students, which contains a simple matching exercise.

ASSESSMENT TEST

A	B
1. In Ithaca, based on the myth of Odyssey, the poet talks about	a) adventurous and seemed endless
2. Odysseus's journey was	b) advisory and it is also symbolic
3. Lasestygenes, Cyclops and Poseidon	c) knowledge
4. The name of the poet is	d) the journey of life
5. " Good things " refer to	e) symbolizes the great goal that one sets ahead of him/her
6. The " primitive ports " symbolize	f) the excellent spiritual and physical goods that must be conquered
7. Egypt represents	g) symbolize the obstacles that he encounters on the road and his personal struggle
8. The poem is	h) everything new and beneficial (people-places-experiences)
9. Ithaca, besides the destination of life,	i) Cavafy

- **Saying "goodbye"**

We stand in circle holding hands. We stay still for a moment, in silence, with our eyes open, relaxed. Everyone is ready to say how he/she felt in this **experiential workshop** and to share his/her thoughts with the rest of the team. We emphasize once again the **timelessness** of poetry as well as the beneficial effect of dramatic techniques and artistic expression on our personality.

- **Finishing with a round of applaud**

"Ithaca is what it means to everyone." *George Seferis*

ITHACA (by C.P. Cavafy)

As you set out for Ithaca
hope that your journey is a long one,
full of adventure, full of discovery.

Laistrygonians and Cyclops,
angry Poseidon - do not be afraid of them:
you'll never find things like that on your way
as long as you keep your thoughts raised high,
as long as a rare sensation
touches your spirit and your body.

Laistrygonians and Cyclops,
wild Poseidon - you won't encounter them
unless you bring them along inside your soul,
unless your soul sets them up in front of you.

Hope that your journey is a long one.
May there be many summer mornings when,
with what pleasure, what joy,
you come into harbors seen for the first time;
may you stop at Phoenician trading stations
to buy fine things,
mother of pearl and coral, amber and ebony,
sensual perfume of every kind -
as many sensual perfumes as you can;
and may you visit many Egyptian cities
to learn and learn again from those who know.

Keep Ithaca always in your mind.
Arriving there is what you're destined for.
But do not hurry the journey at all.
Better if it lasts for years,
so that you're old by the time you reach the island,
wealthy with all you have gained on the way,
not expecting Ithaca to make you rich.

Ithaca gave you the marvelous journey.
Without her you would not have set out.
She has nothing left to give you now.

And if you find her poor, Ithaca won't have fooled you.
Wise as you will have become, so full of experience,
you will have understood by then what these Ithacas mean.

PRETEST - WORKSHEET

A	B
1. Homer wrote	a) Troy
2. Iliad's main hero was	b) Zeus
3. The Greeks after ten years conquered	c) epic tales
4. The Trojan horse was a conception of	d) his homeland
5. The head God was	e) Ulysses (Odysseus)
6. Ulysses, after the Trojan war, desired to return to	f) Achilles
7. The God who disliked Ulysses was	g) Laestrygonians and Cyclops
8. Ulysses' partners suffered from the	h) Ithaca
9. The destination of Ulysses' journey was	i) Poseidon



COMMON WORKSHEET



Verses: 32-37

1) In the last six verses of the poem, the poet uses the word “Ithaca” in the plural form. Justify his choice.

2) What is “Ithaca” for you? Write at least two verses to express yourself and incorporate your answer to the question.

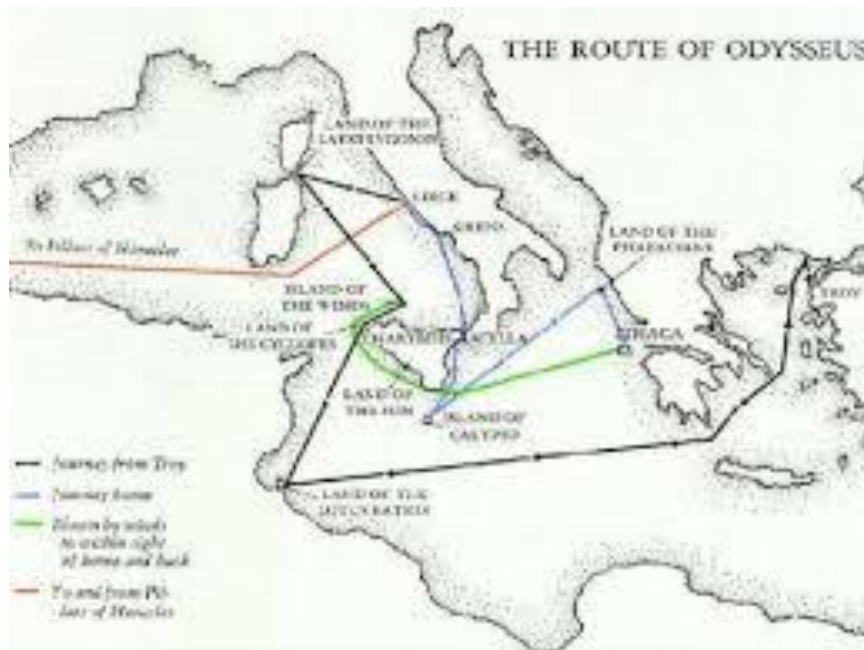


WORKSHEET

C.

THE ACTORS

Verses 25-31



- 1) Which grammatical person does the poet use? Justify his choice.
- 2) What does the poet may mean by the word “journey”?
- 3) Improvise, based on the given verses, and make sure to emphasize the concept of “journey” and its duration.



WORKSHEET

A

THE MUSICIANS



Verses 1-13

ACTIVITIES

- 1) Which grammatical person does the poet use? Justify his choice.
- 2) What may the poet mean by referring to mythical creatures? (Laistrygonians, Cyclops, Poseidon)
- 3) Choose an appropriate instrumental music theme for the verses 1-13 and note which words or phrases inspired you.

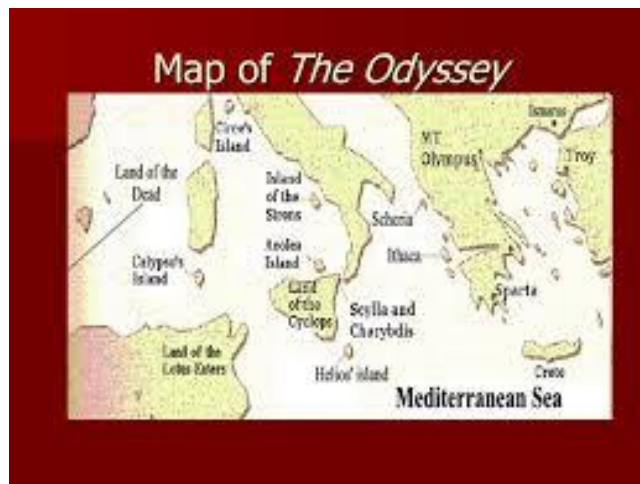


WORKSHEET

B.

THE PAINTERS

Verses 14-24



- 1) Which grammatical person does the poet use? Justify his choice.
- 2) What does the poet imply by the phrases "harbours seen for the first time" and "fine things... every kind"?
- 3) Draw or paint an image to express the emotions recalled to you by the verses 14-24.

ASSESSMENT TEST

A	B
1. In Ithaca, based on the myth of Odyssey, the poet talks about	a) adventurous and seemed endless
2. Odysseus's journey was	b) advisory and it is also symbolic
3. Lasestygenes, Cyclops and Poseidon	c) knowledge
4. The name of the poet is	d) the journey of life
5. "Good things" refer to	e) symbolizes the great goal that one sets ahead of him/her
6. The "primitive ports" symbolize	f) the excellent spiritual and physical goods that must be conquered
7. Egypt represents	g) symbolize the obstacles that he encounters on the road and his personal struggle
8. The poem is	h) everything new and beneficial (people-places-experiences)
9. Ithaca, besides the destination of life,	i) Cavafy



The learning Process:
Learn – Revise – Learn
again

the Greek team:

1

Maria Lalia
greek literature teacher

2

Evi Mane
biology teacher

3

Regina Kandila
greek literature teacher

Our school

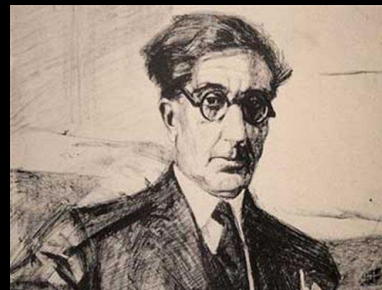


Agria in Volos



“Ithaca” by Cavafy:
which is your own Ithaca?

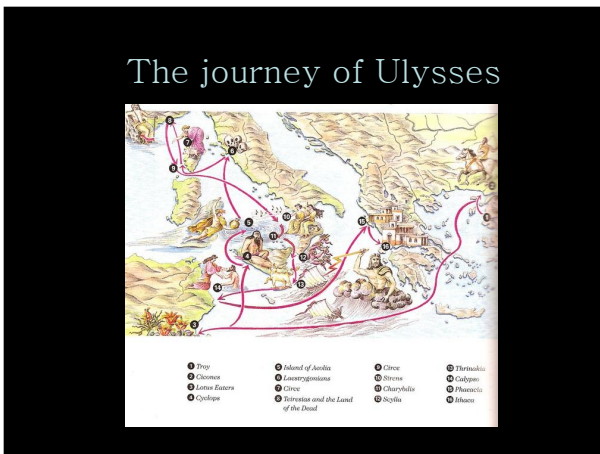
C. P. Cavafy



1863-1933

A	B
1. Homer wrote	a) Troy
2. Iliad's main hero was	b) Zeus
3. The Greeks after ten years conquered	c) epic tales
4. The Trojan horse was a conception of	d) his homeland
5. The head God was	e) Ulysses (Odysseus)
6. Ulysses, after the Trojan war, desired to return to	f) Achilles
7. The God who disliked Ulysses was	g) Laestrygonians and Cyclops
8. Ulysses' partners suffered from the	h) Ithaca
9. The destination of Ulysses' journey was	i) Poseidon

- Homer wrote epic tales
- Iliad's main hero was Achilles
- The Greeks after ten years conquered Troy
- The Trojan horse was a conception of Ulysses
- The head God was Zeus
- Ulysses, after the Trojan war, desired to return to his homeland
- The God who disliked Ulysses was Poseidon
- Ulysses' partners suffered from the Laestrygonians and Cyclops
- The destination of Ulysses' journey was Ithaca

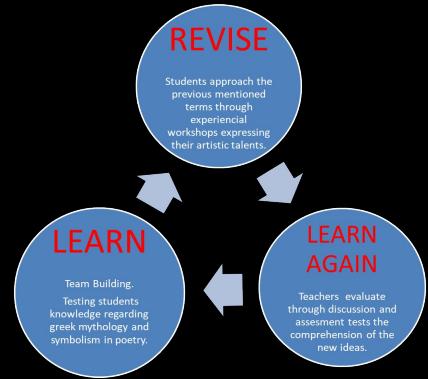


A	B
1. In Ithaca, based on the myth of Odyssey, the poet talks about	a) adventurous and seemed endless
2. Odysseus's journey was	b) advisory and it is also symbolic
3. Lasestygenes, Cyclops and Poseidon	c) knowledge
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9. Ithaca, besides the destination of life,	i) Cavafy

- In Ithaca, based on the myth of Odyssey, the poet talks about the journey of life
- Odysseus's journey was adventurous and seemed endless
- Lasestygenes, Cyclops and Poseidon symbolize the obstacles that he encounters on the road and his personal struggle
- The name of the poet is Cavafy
- "Good things" refer to the excellent spiritual and physical goods that must be conquered
- The "primitive ports" symbolize everything new and beneficial (people-places-experiences)
- Egypt represents knowledge
- The poem is advisory and it is also symbolic
- Ithaca, besides the destination of life, symbolizes the great goal that one sets ahead of him/her

"Ithaca is what it means to everyone."

George Seferis



CHAPTER 4

“Efficient Communication”

Efficient Communication. Lesson 1

1. Presentation of Theory:

Communication is defined as: "The imparting or exchanging of information by speaking, writing or using some other medium"¹

It is a social situation and for spoken communication not only words, but also facial expressions, posture, and gestures are important for the interpretation of the message.

A Simple Model of Communication:

Sender → message → receiver

- Who is the sender of the message? What are his or her intentions?
- What is the message?
- Who is the receiver and what interest does the receiver have in the message?

Efficient Communication and Interpretation

When we listen to what other people say we understand the words and the meaning of the sentences, but the verbal part of the communication is far from enough to understand the full meaning of what is being said. There are also many other factors taken into account in the interpretation, such as:

- The non-verbal signals
- The context or the situation
- The receiver's knowledge about the person and the receiver's field of experience.

An Example:

The message: "It's raining"

- The non-verbal signals: Does the person look happy? Sad?
- The context: We have just talked about going for a walk with the dog / we are drinking tea looking out the window
- The receiver's knowledge of the person: "He hates bad weather"

Non-Verbal Communication

The American psychologist Albert Mehrabian has shown that the non-verbal aspects of communication have a big influence on the way we interpret the message.

- Many non-verbal signals we do not take into account consciously, but anyhow we

¹ <https://en.oxforddictionaries.com/definition/communication>

- The non-verbal communication address our feelings more than our reason have a subconscious knowledge about how to understand the non-verbal signals
- Some of them are cross-cultural and universal
- The non-verbal communication is always interpreted based on the context

The non-verbal forms of communication include:

Mimic: The facial expressions you use when you communicate, for example: a smile, eyebrow movements, how you wrinkle your pan or your nose. Many of the mimic expressions are the same across cultures.

Gestures: The way you move your body, your arms and your legs when you speak.

Posture: The way you stand, sit or lie down when you are speaking to someone. Postures can show how you relate to a person. It can also show how you feel if you for example are relaxed, angry or scared.

Eye contact: The kind of eye contact which is established can tell you something about the relationship between people. Does the person in front of you look down? Or does the person stare? Look away? Are the eyes moving?

Extra Verbal Codes: The way you say things: The tone, the intonation, the volume or pace of saying words, the accent ... The tone can tell you a lot about how the person feels.

Body Contact: We have unspoken rules for who we can touch, where and when we do it. We have different codes for body contact in different cultures. Through our body contact we show intimacy or distance.

Distance: How far is the distance between the communicating people? Less than 45 cm is the intimacy distance; 45-130 cm is the personal distance; 130 cm and up to 3.75 m is the social distance and 3.75 m up to 8 m is official distance (American survey) This varies from culture to culture.

Appearance: The way we use our body, our clothes and other things such as make-up, jewels, accessories etc. These things tell us something about personality, group-connection, lifestyle and social status.

2. Exercise:

Instruction:

Look at the pictures and decide what non-verbal codes are used and what they tell you about the feelings of the people, the relationship between the people and the kind of communication.



Photo 1:

<http://www.ibuycarz.com/upload/6/e9/6e9c43e2cc1570ad.jpg>



Photo 2:

<http://www.ibuycarz.com/upload/1/ed/1ed7cc8cac12719b.jpg>



Photo 3:

http://assets.nydailynews.com/polopoly_fs/1.1129086.1344113117!/img/httpImage/image.jpg_gen/derivatives/article_750/marriage5n-1-web.jpg



Photo 4:

<https://static1.squarespace.com/static/555c9110e4b0619cbe1a38b5/t/58c03e1ccd0f68b2ab02c5bd/1496579677067/mødetræning>



Photo 5:

<http://www.ibuycarz.com/thumb/330x242/c/5d/c5d265e19bfa29a1.jpg>

3. Discussion:

Instruction:

1. Are there situations where non-verbal language is the most important part of the understanding (or the only)? Give a few examples.

Example:

Eye-contact between two persons at a dinner table or in the classroom.

A football coach instructing his players on the field when they cannot hear him.

2. If you cannot see each other, is it then possible to communicate feelings, for example when speaking on the phone. Which codes are interesting here?

Efficient Communication. Lesson 2

1. Body poses

Instruction:

Imitate 2 different body poses. One minute for each pose.



Photo 1:

<http://level10living.co.uk/wp-content/uploads/2016/07/Usain-Bolt-Power-Pose.jpg>



Photo 2

http://i.dailymail.co.uk/i/pix/2016/02/10/20/310F39C000000578-0-image-a-34_1455137781630.jpg

Reflection in pairs:

Instruction:

What did the 2 different positions express, and how did they make you feel?

2. Introduction to TED Talk by Amy Cuddy + review of questions for the talk:

Amy Cuddy is a social psychologist whose research on body language reveals that we can change other people’s perceptions - and perhaps even our own body chemistry - simply by changing body positions.”²

Review questions for TED Talk by Amy Cuddy before watching the video:

Instruction:

Write down your answers for the following questions - after having watched the video:

a) Amy Cuddy talks about high-power poses vs. low-power poses. What are they?

b) How can a body pose change our minds? What are the effects of different poses?

c) What is Amy Cuddy’s message/advice regarding communication?

3. Watch TED Talk³ by Amy Cuddy (20 minutes)

4. Write down your answers for the above questions in pairs

5. Brief review of answers in class - or with another pair

² TED Talk by Amy Cuddy: TED. Ideas Worth Spreading: Amy Cuddy: “Your Body Language Shapes who you are”, https://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are?language=da#t-17623 , 2012, accessed 10 October 2017

³ TED Talk by Amy Cuddy: TED. Ideas Worth Spreading: Amy Cuddy: “Your Body Language Shapes who you are”, https://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are?language=da#t-17623 , 2012, accessed 10 October 2017

Efficient Communication. Lesson 3

Exercise in Groups of Four Pupils: The Job Interview

A. Preparation (20 minutes)

Actors: Two of the pupils dramatize a job interview. The job you are applying for is a job in a café where you are going to work as café staff, and the job is a full-time job.

- One of the two pupils in the job interview is the job seeker and the other pupil is the manager.
- Write down some notes for the drama: But try to do the drama without script.

Observers: Two pupils are going to observe the job interview: Look at the keywords mentioned below to prepare the observation of the job interview.

Keywords:

- Mimic
- gestures
- posture
- eye contact
- extra-verbal codes
- distance, appearance
- body contact
- Low-power - vs. high-power poses?

B. Acting

Actors: The two actors perform the job interview (try not to use the script).

Observers: Apply the keywords mentioned above to the role play.

C: Evaluation in the groups:

Observers and actors: Evaluate the role play together. What keywords can you find together?

Class evaluation.

What did you learn from this exercise?



Efficient communication

Erasmus Project, Poland October 2017

Lesson 1

- Presentation of theory about non-verbal communication
- Exercise with active listening
- Exercise with photos

Presentation of theory

- Communication is defined as: "The imparting or exchanging of information by speaking, writing or using some other medium" (<https://en.oxforddictionaries.com/definition/communication>)
- It is a social situation

A simple model of Communication

- **Sender** → **message** → **receiver**
- Who is the sender of the message? What is his or her intentions?
- What is the message?
- Who is the receiver and what interest does the receiver have in the message?

Active listening

Exercise

Efficient Communication and interpretation

- The verbal part of the communication is far from enough to understand the full meaning of what is being said. Other factors taken into account in the interpretation is:
- The non-verbal signals (what did the exercise show?)
- The context or the situation
- The receiver's knowledge about the person and the receiver's field of experience.

An Example: "It's raining"

- The non-verbal signals: Does the person look happy? Sad?
- The context: We have just talked about going for a walk with the dog, we are sitting drinking tea looking out the window
- The receiver's knowledge of the person: "He hates bad weather"

The non-verbal communication

- The non-verbal aspects of the communication have a big influence on the way we interpret the message!

The non-verbal forms of communication include:

- **Mimic:** The facial expressions you use when you communicate, for example: a smile, eyebrow movements, how you wrinkle your pan or your nose. Many of the mimic expressions are the same across cultures.
- **Gestures:** The way you move your body, your arms and your legs when you speak.
- **Posture:** The way you stand, sit or lie down when you are speaking to someone. Postures can show how you relate to a person. It can also show how you feel, if you for example are relaxed, angry or scared.

- **Eye contact:** The kind of eye contact which are established can tell you something about the relationship between persons. Does the person in front of you look down? Or does the person stare? Look away? Are the eyes moving?
- **Extra Verbal Codes:** The way you say things: The tone, the intonation, the volume or pace of saying words, the accent ... The tone can tell you a lot about how the person feel.
- **Body Contact:** We have unspoken rules for who we can touch, where and when we do it. We have different codes for body contact in different cultures. Through our body contact we show intimacy or distance.

- **Distance:** How far is the distance between the communicating people?
- **Appearance:** The way we use our body, our clothes and other things such as make-up, jewels, accessories etc. These things tell us something about personality, group-connection, lifestyle and social status.

Exercise in pairs:

- Look at the pictures and decide what non-verbal codes are used and what they tell you about the feelings of the persons, the relationship between the persons and the kind of communication. Write notes on the worksheet.

Photo 1



Photo 2



Photo 3



Photo 4



Photo 5



Discuss:

- 1. Are there situations where the non-verbal language is the most important part (or the only) of the understanding? Give a few examples.
- Example:
 - Eye-contact between two persons at a dinner table or in the class room.
 - A football coach instructing his players on the field when they cannot hear him.
- 2. If you cannot see each other is it then possible to communicate feelings, for example when speaking on the phone. Which codes are interesting here?

Lesson 2

- Body poses
- Video about non-verbal communication
- Review central information from the video

1. Body poses. Instruction: Imitate 2 different body poses. One minute for each pose. 1st image



2nd image



Reflection in pairs:

What did the 2 different positions express, and how did they make you feel?

2. Introduction to TED Talk by Amy Cuddy + review of questions for the talk:

"Amy Cuddy is a social psychologist whose research on body language reveals that we can change our own as well as other people's perceptions, simply by changing body positions."

Review questions for TED Talk by Amy Cuddy before watching the video:

Instruction:

Write down your answers for the following questions - after having watched the video:

- Amy Cuddy talks about **high-power poses** vs. **low-power poses**. What are they?
- How can a body pose change our minds? What are the effects of different poses?
- What is Amy Cuddy's message/advice regarding communication?

3. Watch TED Talk by Amy Cuddy (20 minutes)

[TED Talk](#)

Take notes for the questions whilst watching

4. Write down your answers for the above questions in pairs

5. Brief review of answers in class - or with another pair

Answers:

- High-power poses* are characterized by stretching out and making yourself big and powerful, by placing your arms up in the air.
Low-power poses are characterized by curling up, by protecting vital organs, by making yourself look small.
- The power pose will make us feel more confident, whereas a powerless pose (curling up – protecting vital organs) will leave us with opposite feelings (stress, lack of self-confidence). The power pose will lead to increased feelings of power and a greater tolerance for risk.
- Fake it until you become it. Internalise the feeling of confidence. Keep the importance of nonverbal communication in mind. Through an active choice of body poses, you can affect your own sense of confidence, which will affect outcomes in all types of social communication situations.

CHAPTER 5

“Time and money management”

LESSON TIME MANAGEMENT

TITLE: TIME MANAGEMENT

MATERIALS: handouts, video projector, PowerPoint presentation, coloured pencils

TIME: 40 minutes

LESSON AIMS:

- General aims**
1. To organise personal time more efficiently
 2. To discover an environment favourable to time management

Specific aims

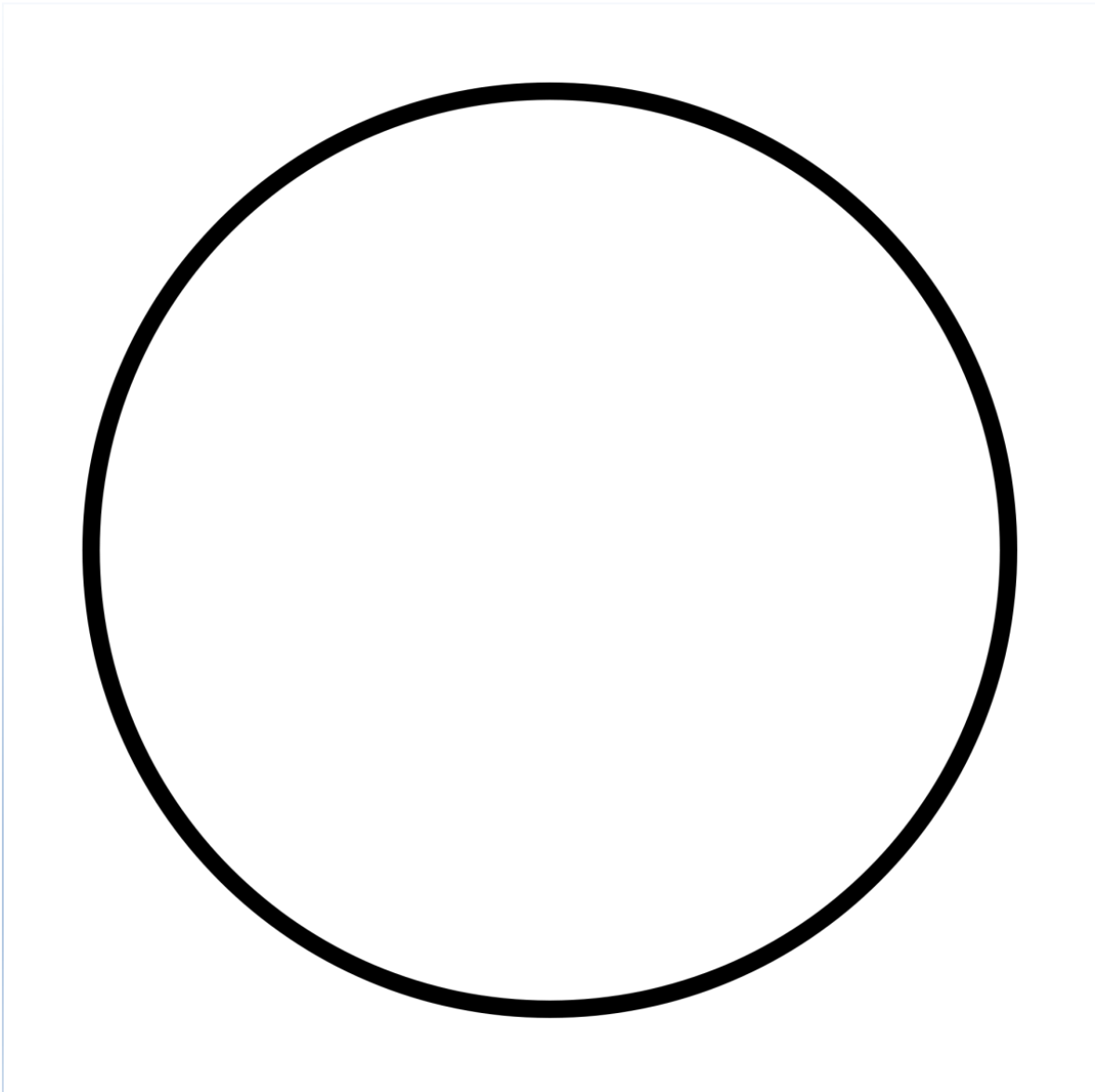
By the end of the lesson the students will be able to

- analyse the management of their personal time;
- identify the traps of time management and the unforeseen difficulties;
- say NO to distracting factors.

Stage	Description	Interaction	Timing
ACTIVITY 1	T introduces the topic of the lesson and explains why it is important to learn time management, providing examples from Ss' daily lives. 1. T asks the students to create a visual representation of the way they organise their time on a regular school day (Handout 1). Ss solve the task individually, then compare results in groups of three. 2. T selects some handouts discusses the results with the whole class.	T - C Ss S - S T - C	10'
ACTIVITY 2	1. Ss are given a worksheet with examples of leisure activities which distract them from learning. (Handout 2) 2. In groups of three, Ss are asked to order the activities according to their importance, and mention how much time these take up daily. 3. T checks the answers and asks the Ss if they know how to manage their time more efficiently.	T - C S - S (group work) T - C	10'
ACTIVITY 3	T introduces concepts related to better time management by using a PowerPoint presentation. T elicits ideas and examples from Ss using the slides as prompts.	T-C	10'
ACTIVITY 4	1. T shows Ss a model of weekly calendar, filled out with activities. Each Ss gets a calendar template to organise their time (Handout 3). 2. Ss fill in the calendar for the next day individually. 3. T checks their answers and asks them to fill in the rest of the calendar as homework.	T - C Ss T - C	10'

Handout 1: A day in my life

- **Sleep**
- **Hobbies**
- **House chores**
- **School**
- **Social media**
- **Breaks**
- **Homework and study**
- **Apps and games**
- **Going out with friends**



Handout 2: How can I find the time for everything?




How can I find the time for everything?

I organize my workspace

I set priorities



I make a schedule

 **Write the activities in the chart, according to their importance (1 is the most important, 6 is the least important). Then write down the time you spend on each activity every day.**

- Studying and homework
- Time with friends
- Social media apps
- Talking on the phone/texting
- Video games
- Sports

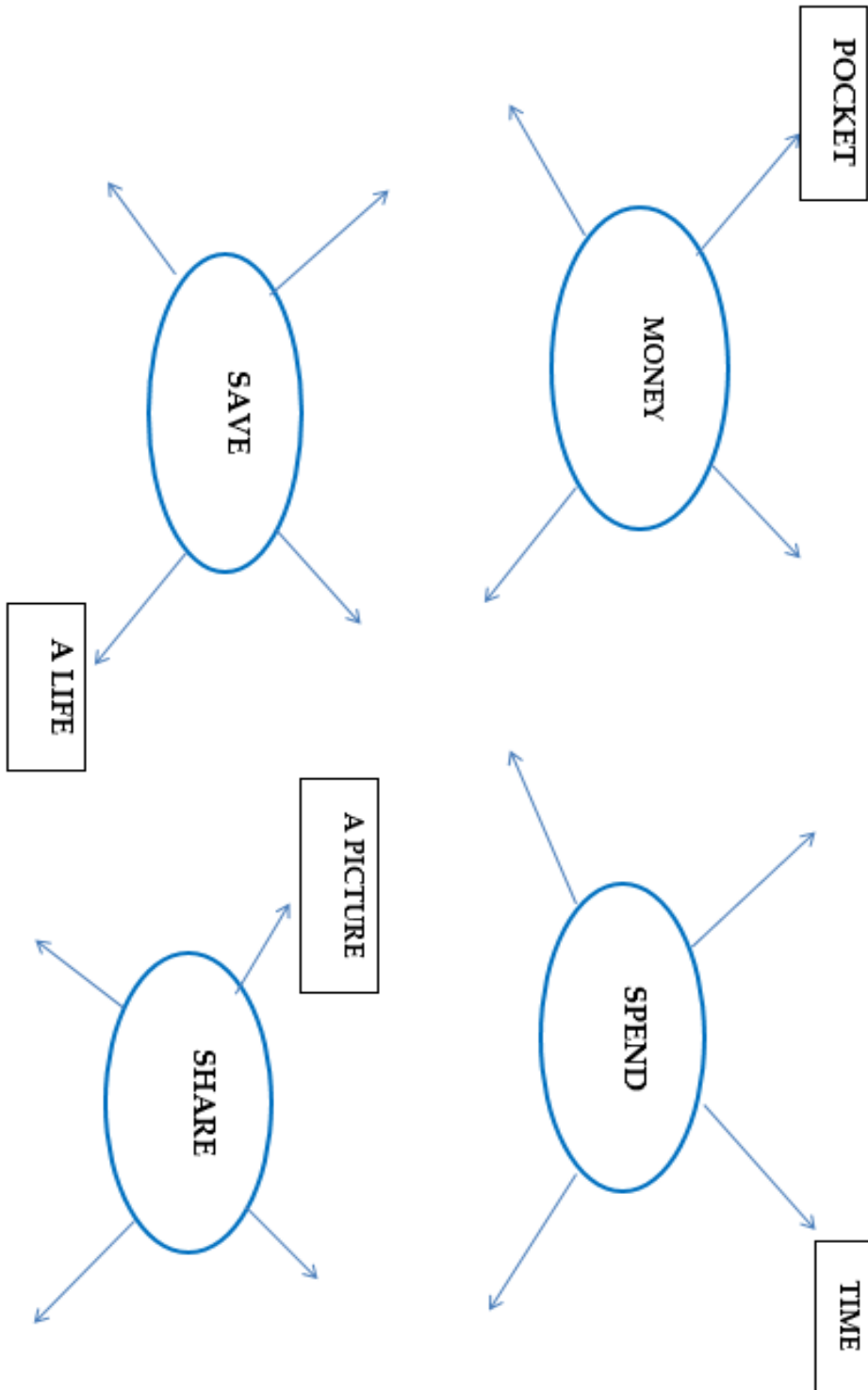
Handout 3: Weekly plan

Weekly Calendar							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6 am							
7 am							
8 am							
9 am							
10 am							
11 am							
noon							
1 pm							
2 pm							
3 pm							
4 pm							
5 pm							
6 pm							
7 pm							
8 pm							
9 pm							
10 pm							

LESSON MONEY MANAGEMENT

Procedures			
Stage	Description	Interaction	Timing
Activity 1.	<p>T gives Ss a mind-map with four money-related key words – MONEY, SAVE, SPEND and SHARE. Ss are given one term and they have to add other three terms related to the key words.</p> <p>T presents Ss a PowerPoint Presentation on Money Facts.</p>	T – C	5'
Activity 2.	<p>T gives Ss a handout with a set of comics containing pictures of children discussing money problems at a fun-fair. The speech bubbles are blank and the lines are listed below the pictures. Ss have to fill-in the speech bubbles with the appropriate lines. (Handout 1)</p>	<p>T – C</p> <p>Ss</p> <p>S – S (pairwork)</p>	10'
Activity 3.	<p>4. Ss are given a Reading Comprehension text with Multiple Choice – Ways to Become Rich (Handout 2)</p> <p>5. Ss solve the task individually</p> <p>6. T checks the answers emphasizing money-related expressions.</p>	<p>Ss</p> <p>T-C</p>	10'
Activity 4.	<p>1. Ss are given a speaking exercise. They are set in a hypothetical situation of organising a party for a friend. A fixed sum of money is suggested (€100) to use it in order to buy party items.</p> <p>2. They have to negotiate the most appropriate items in the given sum. (Handout 3)</p>	S – S	15'

Mind Map



Handout 1

In order to fill in the speech bubbles with the appropriate sentences, write the appropriate number in front of the sentences:

Frame 1

..... Robert: Let's make a plan! We should not **spend** all our money on one attraction. Let's try as many as we can afford.

.....Mary: I will not **spend** all my **pocket money**. I am saving for my summer holiday. I am going at the seaside!

..... ..Peter: Hurray, I was looking forward to receiving my **pocket money** so I can come at the funfair park!

..... Michael: I am **saving** for an Ipad too! My mother is my "banker". If I **save** more than 50 % of my allowance monthly I get an **interest**.

Frame 2

.....Michael: Nooo! You are driving a monster truck!

.....Peter: I have no brakes!

.....Mary: Why is nobody chasing me!? Boys and their toys ...

.....Robert: Move away! I am driving a race car!

Frame 3

.....Peter: I can't believe it's over. I am going to **buy** 3 more electric car chips...

.....Robert: Let's **share**! We can drive another round but **pay** only half of the ticket if we share the cars.

.....Mary: It was fun, but I don't want to **spend** all my money here.

.....Michael: Excellent **investment**! Half the **cost**, same amount of fun! Peter, **share** one round with me!

.....Peter: No, thank you. I want to drive alone!

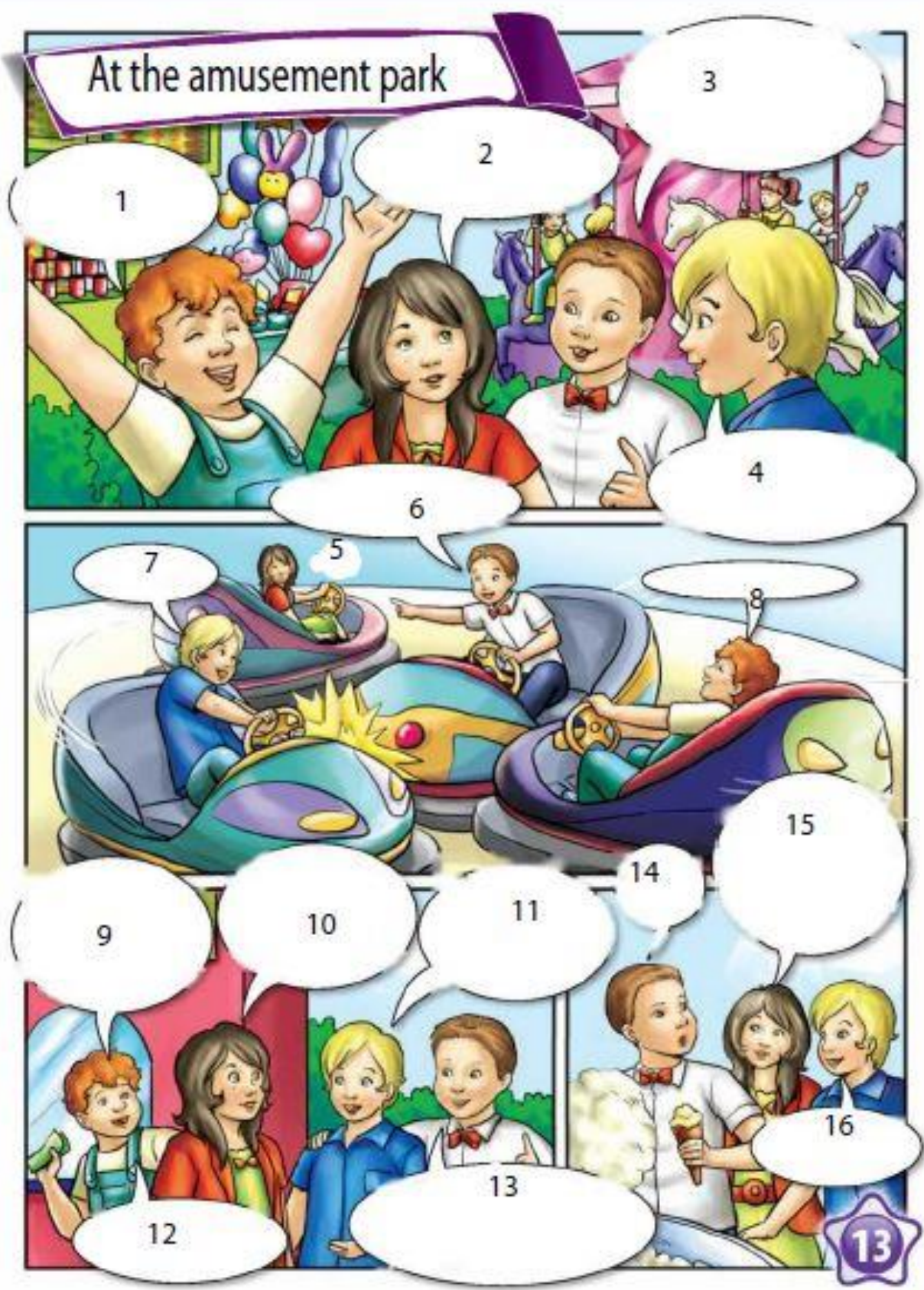
Frame 4

.....Michael: Where is Peter?

.....Robert: Great! After ice-cream and cotton candy we still have enough **money** to try the roller coaster!

..... Mary: He is **spending** all his money on driving electric cars. No ice cream, cotton candy or anything else for him today!

At the amusement park



1

2

3

4

6

7

5

8

15

14

9

10

11

16

13

12

13

Handout 2

Read the article¹ below and then answer the questions:

Ways to Become Rich

‘Money makes the world go round’, is a well known idiom in English. It means that if you want to buy a house, or travel round the world or study at a good college or university, you will need money and probably lots of it. So, how can you get more money, how can you get rich? Many people will give you lots of different advice. Below are things you can do to make your bank account grow.

Save your money. Don’t always spend the money you make on things you don’t really need. If you spend three dollars on a cup of coffee every day at work, that’s 15 dollars per week, or about 60 dollars a month.

Find out what you love to do and focus your time and energy on that. Steve Jobs, creator of Apple Computer, often talked about focus. You need to be so excited about what you do that it makes you get up in the morning while the other people are still sleeping.

Start young and keep learning from your money mistakes. You are human and over time you will make many of them. But it’s easier to lose ten thousand dollars when you are twenty-five than when you are sixty-five.

1. Travelling around the world costs more than studying at a college.

- a) true
- b) false
- c) doesn’t say

2. Most people buy coffee at work.

- a) true
- b) false
- c) doesn’t say

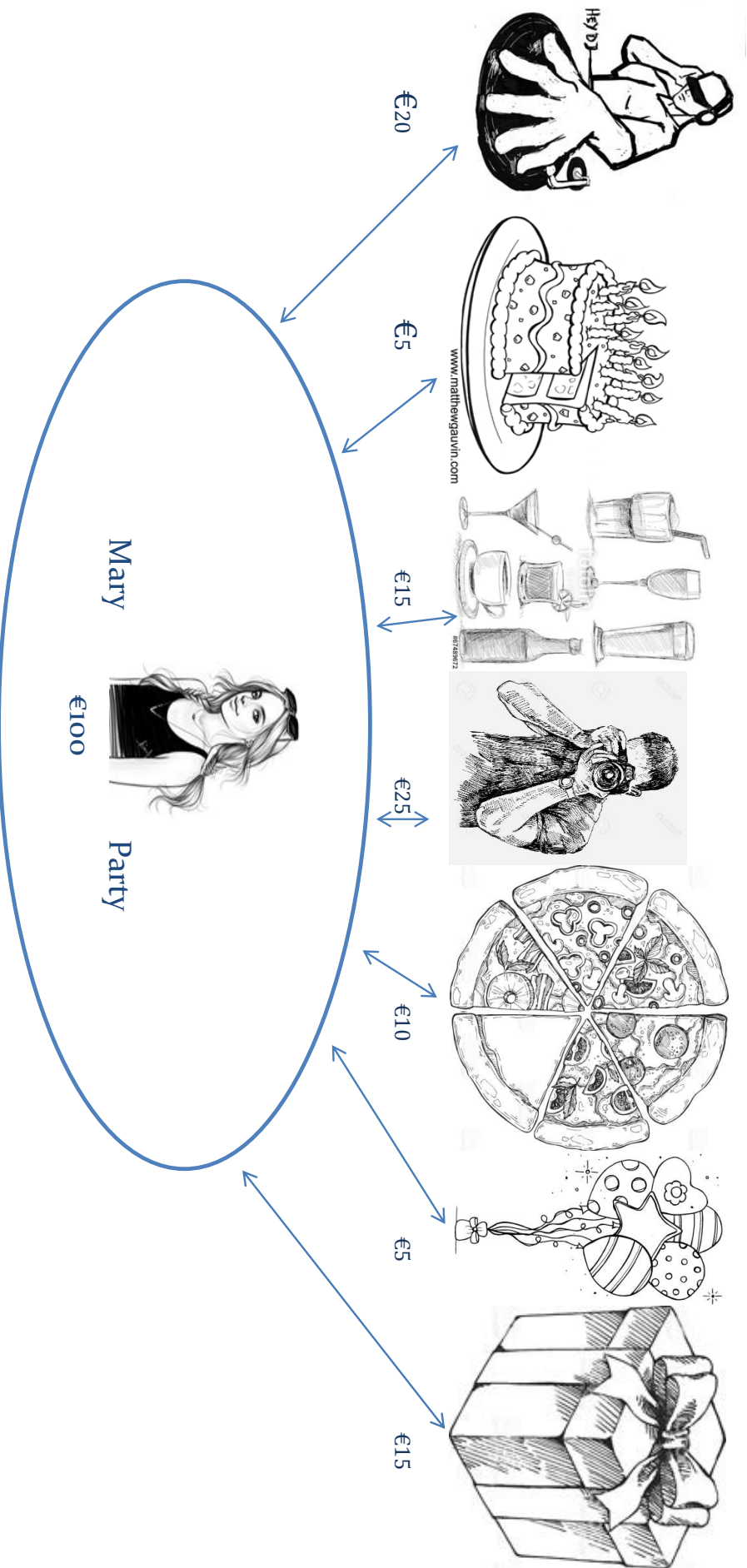
3. What does the article say about being excited about what you do ?

- a) you should get up early in the morning
- b) thinking about the money makes it difficult to fall asleep
- c) you should sleep more

4. What does the article say about mistakes?

- a) They can teach you more about making money
- b) People make too many mistakes
- c) Younger people make more mistakes than older people

¹ Text retrieved from <http://www.allthingstotopics.com/uploads/2/3/2/9/23290220/lesson-money-rich.pdf> on 3rd October 2017.

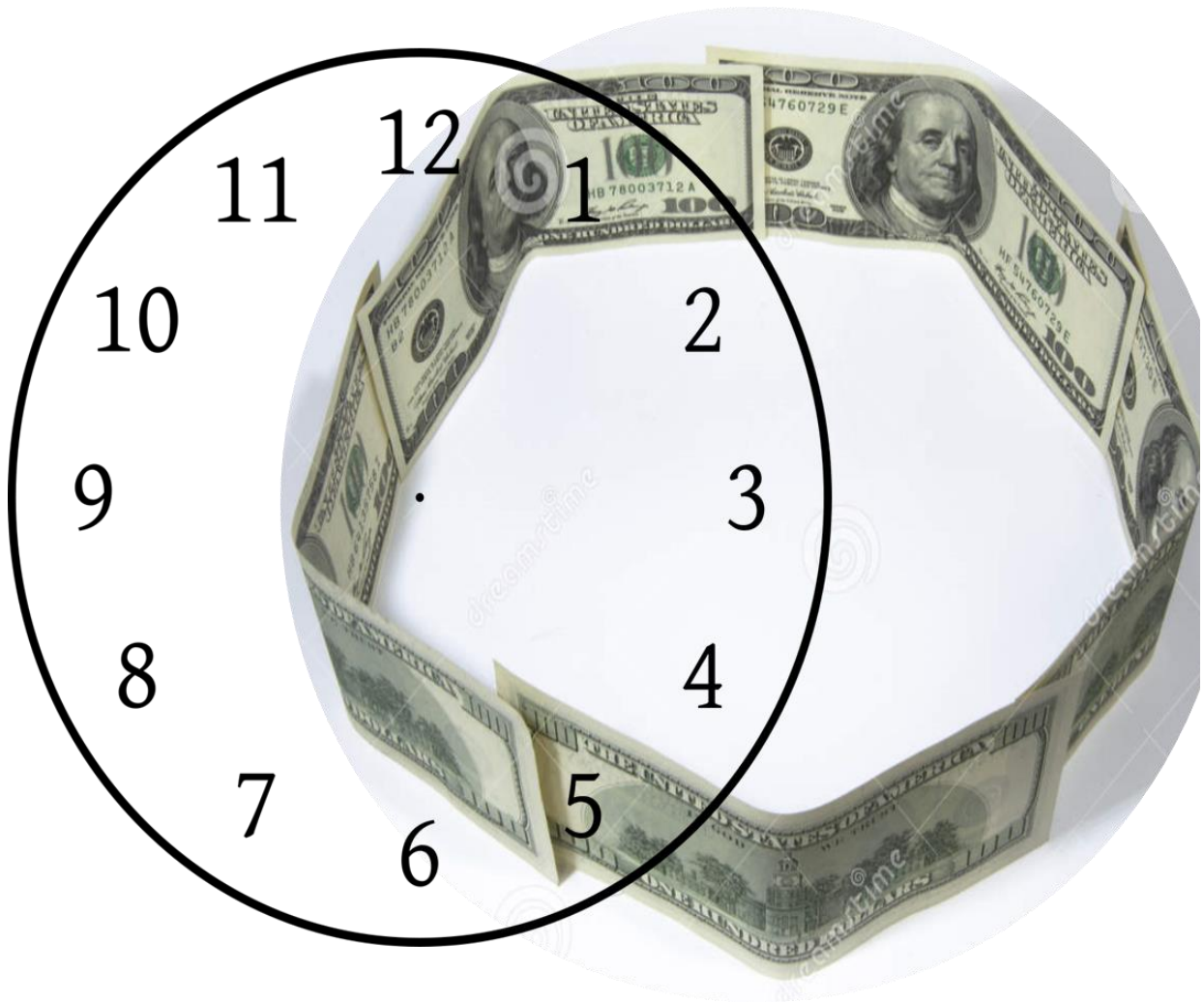


Mary is organizing a party, for her friend Hellen. She has a fixed sum of money to spend : €1000. She wants the party to be perfect, but she still does not know what to do. Look at the visual prompts, and, in pairs, discuss what she can buy for the party.

LESSON TIME AND MONEY MANAGEMENT

Procedures			
Stage	Description	Interaction	Timing
Lead in	T draws a ``Time and Money`` Venn Diagram. T elicits the information Ss have acquired during the previous two lessons. T fills in the diagram. T draws Ss attention to the fact that this lesson is focused on the middle section of the Venn Diagram (see Appendix 1).	T – C	5'
Activity 1	T shows Ss fragment from the film ``In Time``. Film link: https://www.youtube.com/watch?v=AwhMuHWixZA T asks Ss how they would spend their time if they could buy objects with it.	T – C	5'
Activity 2	T divides Ss into groups of 3-4 Ss. One half of the groups are assigned Task A.1 and the other half Task A.2. Task A.1: You are living in a different world. Your group has 2400 PLN. A day has 24 hours. You receive the same amount of money at the beginning of every day. You need to spend this amount of money to buy all the activities you want to do in one day. In your group, decide which the most important activities of your day are and how much of your money are you willing to spend to buy these activities. You cannot do anything without buying it first. Task A.2: You are living in a different world. In your world, children manage the finances of the whole family. Your group has 2400 PLN. A week has 7 days. You receive the same amount of money at the beginning of every week. In your group, decide how you divide your money to help your whole family survive for the entire week. Take into consideration the needs of the entire family and the needs of each individual in your family. As starting points, T hands Ss the examples included in Appendixes 2 T checks Ss work and helps with ideas where necessary.	S,S – S,S	10'
Activity 3	T regroups Ss into groups of 7-8 Ss by joining two groups from the previous stage of the lesson. The newly formed groups, will work together to solve Tasks B.1 and B.2. T gives Ss the hand-outs. Task B.1: Using the diagram provided, prioritise the activities you have bought keeping the 5-most important ones. Task B.2: Using the diagram provided, prioritise the things that you want to pay for by keeping the 5-most important ones. T checks Ss work and helps with ideas where necessary. [see Appendix 3 for diagram]	G - G	10'
Activity 4	At the end of the activity, each group delegates a member to draw their team's diagram on the board. T shows Ss Maslow's pyramid of basic human needs. Ss compare their pyramids to Maslow's. (Appendix 4)	T - C	10'
Lead-out	T gives feedback form to Ss to fill in.	S, S	5'

Time And Money Venn Diagram



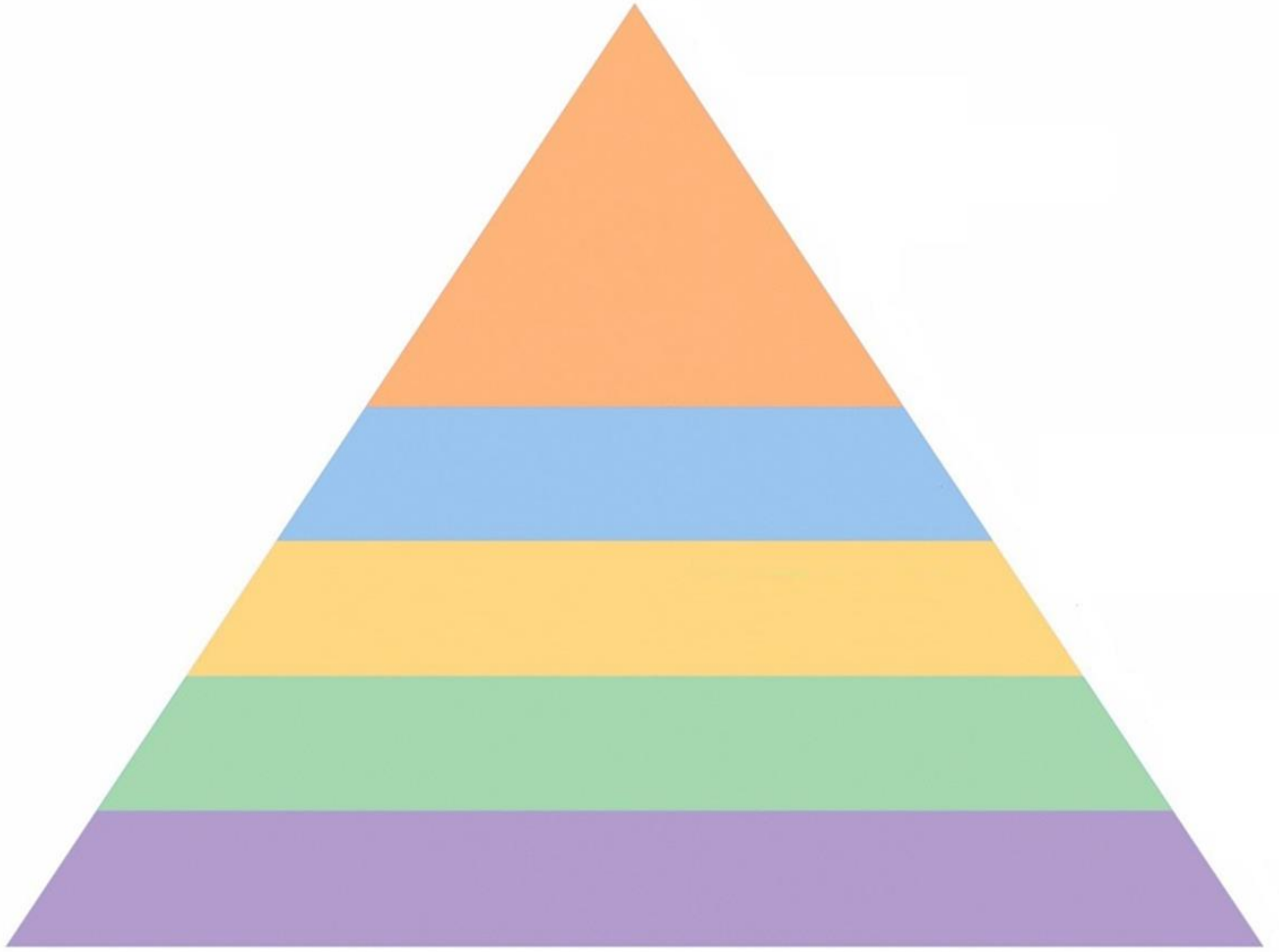
Appendix 2

<p>Task A.1.</p>	<p>You are living in a different world. Your group has 2400 (YOUR CURRENCY). A day has 24 hours. You receive the same amount of money at the beginning of every day. You need to spend this amount of money to buy all the activities you want to do in one day. In your group, decide which the most important activities of your day are and how much of your money are you willing to spend to buy these activities. You cannot do anything without buying it first. Example: eating breakfast = 500 (YOUR CURRENCY) getting dressed = 250 (YOUR CURRENCY) school time = 300 (YOUR CURRENCY) job time (for parents only) = 1000 (YOUR CURRENCY) etc.</p>
<p>Task A.1.</p>	<p>You are living in a different world. Your group has 2400 (YOUR CURRENCY). A day has 24 hours. You receive the same amount of money at the beginning of every day. You need to spend this amount of money to buy all the activities you want to do in one day. In your group, decide which the most important activities of your day are and how much of your money are you willing to spend to buy these activities. You cannot do anything without buying it first. Example: eating breakfast = 500 (YOUR CURRENCY) getting dressed = 250 (YOUR CURRENCY) school time = 300 (YOUR CURRENCY) job time (for parents only) = 1000 (YOUR CURRENCY) etc.</p>
<p>Task A.2.</p>	<p>You are living in a different world. In your world, children manage the finances of the whole family. Your group has 2400 (YOUR CURRENCY). A week has 7 days. You receive the same amount of money at the beginning of every week. In your group, decide how you divide your money to help your whole family survive for the entire week. Take into consideration the needs of the entire family and the needs of each individual in your family Example: bread = 100 (YOUR CURRENCY) coffee (parents only)= 500 (YOUR CURRENCY) milk = 250(YOUR CURRENCY) etc.</p>
<p>Task A.2.</p>	<p>You are living in a different world. In your world, children manage the finances of the whole family. Your group has 2400 (YOUR CURRENCY). A week has 7 days. You receive the same amount of money at the beginning of every week. In your group, decide how you divide your money to help your whole family survive for the entire week. Take into consideration the needs of the entire family and the needs of each individual in your family Example: bread = 100 (YOUR CURRENCY) coffee (parents only)= 500 (YOUR CURRENCY) milk = 250(YOUR CURRENCY) etc.</p>

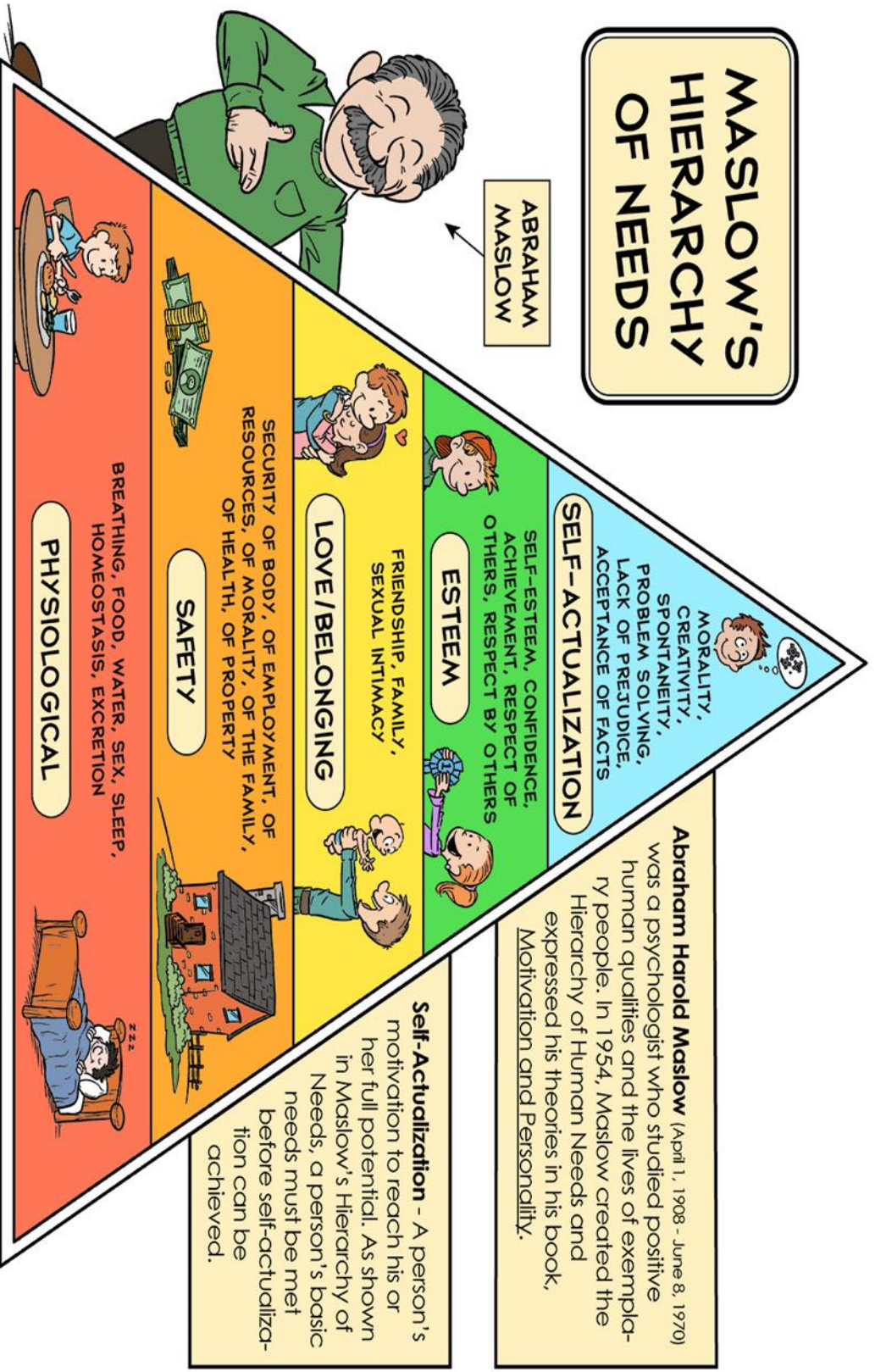
Appendix 3

Task B.1.	Draw a 5-step pyramid and prioritise the activities you have bought keeping the 5-most important ones.
Task B.1.	Draw a 5-step pyramid and prioritise the activities you have bought keeping the 5-most important ones.
Task B.2.	Draw a 5-step pyramid and prioritise the things that you want to pay for by keeping the 5-most important ones.
Task B.2.	Draw a 5-step pyramid and prioritise the things that you want to pay for by keeping the 5-most important ones.

Appendix 4



Maslow's Pyramid





Erasmus+

Erasmus+ Strategic Partnership **FOCUS** –
Developing Learning, Life and Interpersonal
Skills through a New Form-teaching Curricula
for Secondary Students

Ref. no. 2017-1-R001-KA219-037143

Student Lesson Feedback For

Grade _____

Lesson being evaluated _____

Date _____

Circle appropriate number 1= not at all 5 = extremely

➤ **This lesson topic was helpful.**

1 2 3 4 5

➤ **The lesson held my attention.**

1 2 3 4 5

➤ **The lesson was easy to understand.**

1 2 3 4 5

What I liked about this lesson:

I would suggest the following to improve the lesson:

	Strongly disagree	Disagree	Agree	Strongly agree	N/A (does not apply)
I was interested in this topic BEFORE we started to study it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was interested in this topic AFTER having studied it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think this lesson was interesting and relevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I liked how this information was presented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The use of technology helped me to learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology was useful and an important part of this lesson	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoyed this lesson	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will remember what I learned in this lesson	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional comments:

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What is Money?

The official currency, coins, and negotiable paper notes issued by the government, as a form of payment for goods.



There are 182 official currencies worldwide.



Powered by Firmex

Why Is Money Important?

- ❖ To pay for basic needs: food, water, shelter, clothes
- ❖ To pay for safety (health, property), protection of your family
- ❖ To increase your self-esteem (pay for your studies, travel around the world)

How can we pay?

- ❖ In cash
- ❖ By credit- cards
- ❖ By cheques
- ❖ On-line payment
- ❖ Gift-cards



Did you know that.....?

- ❖ **POUND STERLING (£) IS THE WORLD'S OLDEST CURRENCY STILL IN USE**
The UK's official unit of currency was introduced in the eighth century during the reign of Anglo Saxon King Offa of Mercia.
- ❖ **THE MOTTO ON THE FIRST US COIN WAS "MIND YOUR BUSINESS"**
This wise piece of advice featured on the first one cent 'Fugio' coin designed by Benjamin Franklin in 1787. The famous "In God We Trust" motto didn't appear on American coins until 1864.




The metallic odor of coins is actually skin oils decomposing after touching iron.
Mmm...delicious.



Presented by
Firmex
Virtual Data Worms

An ATM in Japan heat presses each bill at 392°F for one-tenth of a second before it's dispensed, giving you clean bills that are 90% bacteria free. Technology, man.



Presented by
Firmex
Virtual Data Worms



Leu (lion)
the currency that
roars

in art
america

Remember! You can't buy everything with money!

Money can buy a house,
but not a home.
Money can buy a bed,
but not sleep.
Money can buy a clock,
but not time.
Money can buy a book,
but not knowledge.
Money can buy food,
but not appetite.
Money can buy you friends
but not Love

YOU MEAN TO TELL ME



**YOU DON'T KNOW HOW TO
MANAGE YOUR MONEY?**

TIME MANAGEMENT

SEMINARUL TEOLOGIC ORTODOX CLUJ-NAPOCA
ROMÂNIA

TIME MANAGEMENT

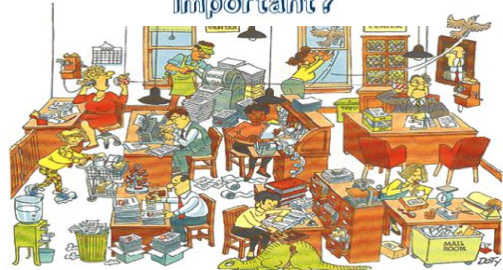
Time management refers to a range of skills, tools, and techniques used to manage time when accomplishing specific tasks, projects and goals.

Time Facts and numbers

A week = 168 hours to spend

- 50 hours to sleep (almost 30%)
- 7 hours to shower, dress, etc.
- 14 hours to eat
- 5 hours travelling from home to school
- 14 hours for other regular activities (getting a haircut, going to the doctor, etc.
- 40 hours to learn in school and at home
- 38 hours to spend with friends and family, doing what we like

Why time management is important?



We look busy but, in fact, we are not. Can we manage distractors or are they managing us?

Bad time management = **stress**

What we gain from time management,
in essence, is not more time, but a
better life.

Types of interruptors

External	Internal
Conversations with friends and family members	Lack of discipline
Going out (in the park)	Lack of planning
(Unexpectedly) Receiving the visit of a friend	Indecision
Messy desk	Procrastination

Procrastination

Procrastination is the gap between the time we plan to perform a task and the time we actually perform it.

Avoiding procrastination:

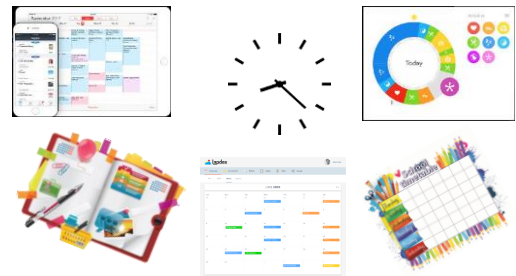
1. Wash your dishes as soon as you have finished eating
2. ...
3. ...

The Pareto Principle

At home: We wear 20% of our cloths during 80% of our time

Science and technology: With a combustion engine, 80% of the energy is wasted and only 20% actually reaches the wheels.

Tools



- Learn to enjoy every minute of your life! It is your most precious gift!



FOCUS

Developing Learning, Life and Interpersonal skills through a new FOrM-teaching CUrrricula for Secondary students



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